

Pupil premium strategy statement – Outwood Academy Shafter

This statement details our school's use of pupil premium (for the 2025 to 2026 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

Part A: Pupil premium strategy plan

School overview

Detail	Data
Number of pupils in school	1396
Proportion (%) of pupil premium eligible pupils	37.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 (as part of a longer 3 year plan)
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Alison McQueen
Pupil premium lead	Ian Simpson
Governor / Trustee lead	Kelly Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	554,882
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	554,882

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support everyone's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside outcomes for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and engaged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This plan will improve exposure to creative experiences such as music, literature, art etc. This is an area where there is a distinct difference in the opportunities for Disadvantaged and Non-Disadvantaged students outside of school.

This plan will work to achieve these aims by:

- Improving the outcomes of Y11 disadvantaged students through quality first teaching and effective implementation of the 5 pillars model for teaching and learning.
- Improve disadvantaged student attainment in all groups in all years by improving the quality of teaching and learning across the academy.
- Embedding and quality assuring the academy 'Feedback Policy' to ensure all staff are consistent and compliant with the policy expectations.

- Increasing exposure to, and engagement in, personal development and cultural awareness activities for all Disadvantaged students.
- Embedding our 4i (Systems review and implementation strategy) approach across all subjects.

The key principles for the strategy plan involve:

- Robust monitoring of lessons, review of the use of the 5 pillars and embedding our Shafon Standard.
- Robust monitoring of intervention and analysis of the impact.
- Monitoring of STAs and the delivery of reading packages. Literacy focus in all classrooms 121 tutoring – monitor the impact of the progress of students .
- Weekly review at the RAG. Analyse the impact every PS cycle.
- Closing the gap between Maths and English and students' achievement.
- Weekly review at the Inclusion meeting to focus on interventions for our most vulnerable students.
- Robust monitoring of attendance procedures. Along with raising the profile of good attendance and its impact on outcomes.
- Reduction in NEETs.

The information on the following pages summarises what is in place to support our PP students during the academic years 2023-25. It is not an exhaustive list but gives a flavour of the provision available at Outwood Academy Shafon.

Challenges

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

Challenge number	Detail of challenge
1	Poor Literacy Many of our students have poor basic skills in literacy and this is evident across the curriculum and becomes a barrier to learning across most subjects. Reading ages are low, particularly amongst disadvantaged pupils. Students do not achieve as well in Maths as they do in English, and this is therefore a barrier.
2	Disadvantaged pupils attain lower than their non-disadvantaged peers

3	Low attendance – high number of Persistently Absent (PA) students. Our attendance data indicates that attendance among disadvantaged pupils is lower than their non-disadvantaged pupils. Similarly, more disadvantaged pupils have been ‘persistently absent’ in comparison to their non-disadvantaged peers. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
4	Lost Learning. Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the long term impact of the COVID-19 pandemic to a greater extent than for other pupils. These findings are supported by national studies. Five years on this is still the case. This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations. Attendance and active engagement still remains a concern for many of these students.
5	Student wellbeing and mental health issues. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support remain high with a large proportion of our cohort identified as being ‘vulnerable’.
6	Attitudes to learning, aspiration, ambition, confidence, engagement and resilience. Many of our pupils struggled to access learning successfully following the COVID-19 pandemic and demonstrated a lack of aspiration and ambition, low confidence and resilience. Although it has been 5 years since the start of the pandemic in the last 12 months we have experienced an improvement in this situation, however it has still had a major impact, particularly so with disadvantaged pupils across all areas of the curriculum, leading to poor attainment.

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths and science.	Significantly close the attainment gap between disadvantaged pupils and their non-disadvantaged peers. <i>Targets to close the gap between disadvantaged and non-disadvantaged students:</i> <i>Robustly track disadvantaged cohort attainment and progress in all subjects for all year groups ensuring all teaching staff are targeting gaps in learning to secure long term understanding.</i> <i>Closely tracking data of student outcomes in order to close the gap between attainment in Maths and English</i> <i>Hold middle leaders to account for the actions they are taking to reduce the gap between disadvantaged and non disadvantaged performance</i> <i>Focus subject directors on the actions they are taking to ensure the subject curriculum delivery is meeting the needs of the disadvantaged cohorts to reduce the gap in performance</i> <i>Whole school attainment targets summer 2025</i> <table><tr><td>En & Ma 5+</td><td>En & Ma 4+</td><td>En 5+</td><td>Ma 5+</td><td>En 4+</td><td>Ma 4+</td></tr><tr><td>45%</td><td>65%</td><td>62%</td><td>48%</td><td>75%</td><td>70%</td></tr></table>	En & Ma 5+	En & Ma 4+	En 5+	Ma 5+	En 4+	Ma 4+	45%	65%	62%	48%	75%	70%
En & Ma 5+	En & Ma 4+	En 5+	Ma 5+	En 4+	Ma 4+								
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Improved reading comprehension and handwriting skills among disadvantaged pupils across KS3. Students have a level of literacy that allows them to access the curriculum. Those students who are below Age Related Expectations (ARE) close the gaps with their peers.	Reading comprehension tests demonstrate a significant improvement in comprehension skills, particularly among disadvantaged pupils, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Teachers recognise an improvement in the handwriting skills for the targeted KS3 students. Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.												

	An improvement in reading data. Implementation of our Every Child a Reader strategy (ECAR).
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: • 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 • Improved attendance
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • A significant improvement in the overall unauthorised absence rate for all pupils • The attendance gap between disadvantaged pupils and their non-disadvantaged peers closes significantly. • A reduction in the percentage of all pupils who are persistently absent • The proportion of disadvantaged pupils who are persistently absent approaches the same figure for their non-disadvantaged peers.

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: £ 277,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that first wave teaching is of high quality, supported by a programme of	A focus on pedagogy and ongoing CPD in this area ensures that there is a constant focus on teaching and learning,	1, 2, 4

professional development that is focused around pedagogy.	supporting innovation and creativity, which leads to better teaching and in turn, to better progress and outcomes. A renewed focus on independent practice. Next Level teaching introduced to ensure weekly CPD with a focus on learning routines. All staff access CPD through inset with a focus on pedagogy. A renewed focus on implementation and developing consistency of delivery across departments and the whole academy. CPD from Virtual Head and our Education Advocate (KS3 and complex SEND) Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
Ensure that we are able to recruit the best teachers	Ensuring that we are fully staffed and have high quality teachers in front of our children means that students learn well but also impacts positively on behaviour and wellbeing. Fully staffed Sep 24 with an experienced Science teacher recruited and appointed as part of SLT, as well as additional staff in Maths to further enhance the team. We have also built in extra capacity to our teaching numbers in order to reduce the need for external cover in order to ensure the very best teaching is possible in all eventualities. We also use 121 tutors to increase intervention capacity as well as adding to our staffing in our Inclusion area.	1, 2
Provide high quality support to key subject areas through the deployment of Trust Directors,	As subject experts, Directors provide a further level of challenge within subject areas, as well as providing support for teachers to develop and improve	1, 2

hence improving the quality of teaching.	their practice, leading to stronger teaching and learning. Directors of departmental CPD and work within the academy 1 to 2 days every week. Directors are part of subject reviews. Directors deliver lessons in key Ebacc subjects such as English, Maths, Science, Humanities and MFL. https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £138,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 tutors in Maths, English and Science to provide small group and 1 to 1 interventions for those students that are underperforming or are struggling in particular areas. Improve engagement with home learning at KS4, particularly in Maths Use of rewards and incentives	One to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF 2021).	1,2, 4
Intervention programmes available to support students who are unable to access mainstream lessons. Targeted intervention	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Development	1 - 6

provided by the programmes. PDC as an alternative to suspension to teach the behaviour curriculum and intervene with students. Develop an inclusion corridor. appointment of graduate intern to offer bespoke and personalised package of curriculum support.	of FocusEd 1 and 2 offering personalised provision to students in Y9>11. GuidanceEd offering bespoke interventions for identified students. A raft of internal interventions held in the academy each week to support students developing resilience.	
Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays including remote revision sessions. Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching	Trust data shows that students that access additional out of hours intervention achieve better outcomes than their peers who do not. Remote sessions held in the evenings and weekends. Holiday sessions targeting specific students and across a range of subjects.	2, 4
A VP and AAP leads on our whole school ECAR literacy programme. STAs provides additional support within the library in areas such as Accelerated Reader and targeted support with literacy. Improving literacy in all subject areas in line with recommendations in the EEF Improving	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. Improving Literacy in Secondary Schools	1, 2, 4, 6

Literacy in Secondary Schools guidance. Fund professional development for literacy and numeracy. Trips and after school events to support literacy development. Specialist Literacy TA to coordinate and deliver targeted literacy intervention for KS3 students		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

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Budgeted cost: £138,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of external agencies such as iSpace, Compass and Adastra provides strong support for students who are struggling with their mental health. Wellbeing staff oversee the whole-school approach to wellbeing and provide staff with the knowledge and confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns. Implementation of our Enhancement Curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6
An in school support team provides a wealth of support, guidance and advice across a wide range of areas such as pastoral support, behaviour support,	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5, 6

safeguarding and wellbeing. Along with support from external agencies and motivational / inspirational guests.		
An extensive Careers programme over 5 years, complemented by independent CIAG from Careers Inc, ensures that students are well informed and supported	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf	6
The EWO and Attendance team ensure that there is a robust plan to improve student attendance and that this is implemented and monitored. Clear programme of support, interventions and rewards, including strong parental engagement. Clear attendance strategy supported by Attendance Director, VP and AP leading on attendance praise..	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	3
Ensure that disadvantaged students have full access to the curriculum and that they are not restricted due to financial constraints. Students/Parents are supported by providing Year 7 students with a free uniform bundle, a hardship fund for uniform and academic equipment / trips etc. and access to free schools meals	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2
Ensure that we provide additional external alternative provision for those students who need this because they are struggling to access school and/or to supplement their school provision. Along with our internal Inclusion provision.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4, 5, 6

Raise aspirations through access to The Brilliant Club Scholars' Programme, trips and links with universities.	https://www.educationopportunities.co.uk/wp-content/uploads/Steph-Hamilton-The-Brilliant-Club-NEON-Session-11072019.pdf	6
Provide a low cost / free breakfast for all, particularly for those students who are disadvantaged, accessing external programmes where possible.	https://www.family-action.org.uk/what-we-do/children-families/breakfast/	2
Support the development of Internal Inclusion provision through the appointment of Personalised Provision coordinator and utilise 121 support for our students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2, 3, 6
Contingency fund for acute issues.		All

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 42.04. This shows an 11.46 improvement over last year (30.58), however this will continue to be a priority for us. See [DfE guidance](#) for more information about KS4 performance measures. Our 2025 results showed that we made improvements from the previous year. Basics 5+ increased by 6.8%, Basics 4+ increased by 2.1%. Increases were also made in 4+ and 5+ English, as well as 4+ and 5+ Maths. This is showing a positive trajectory.

We are also currently predicting that current Y11 will be improving on 2025 results in the following areas: Attainment 8, Basics 5+, Basics 4+, Maths 4+, Maths 5+, English 5+

Disadvantaged students' trajectory is in the right direction. Gains 9.1% 4+ basics 22/23 and 23/24-further gains of 5.5% in 24/25. With gains of 2.9% in 5+ basics. Gains in attainment-impact consistency, constancy and high quality teaching and learning.

Everything we are doing in terms of whole school literacy is closing the gap and supporting outcomes.

Update (Mar 25): Overall attendance has increased by +0.76% on this time last year. The attendance of disadvantaged students has increased by +0.26%.

Reading

26 students accessed phonics intervention last year.

22 students assessed by the end of academic year as no longer requiring phonics intervention (85%)

Ratio Gain = +1.52

DA = +1.73%

RA under 9 (national average is 10% at age 15) At Shafton this is moving towards being ahead of this.

Y7 into 8

17% in Y7 down to 14% in Y8

Y8 into 9

13% in Y8 down to 5% in Y9

Year 11 successes: 50% of students that had phonics intervention are predicted Grade 4 in English 24/25

70% predicted 3+ in English

Y0 Successes - 80% of students accessing intervention predicted 3+ in English

21 students have access to phonics intervention this academic year

Accelerated Reader is used by all students in Key Stage 3 raising literacy aspirations and standards for students of all ages and abilities. Accelerated Reader is a vital part of our curriculum developing reading skills but also students' range of vocabulary and comprehension skills.

Consistency improved in delivery of AR lessons resulting in improved engagement and success at quizzes

Our data now demonstrates the school's relentless drive to increase attendance and this is improving the achievement of many pupils, including those who are disadvantaged. The impact of the school's work is not borne out in the 2024 published

data. This data does not reflect the quality of education that current pupils enjoy. This continued improvement remains for us an absolute focus in closing our gap.

Externally Provided programmes

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

Programme	Provider
Mental Health Support	iSpace
Relationship and Sexual Health	Spectrum
One to one SEMH support. Introduced group sessions too this academic year	Compass
Behaviour support, exam support, transition support and SEMH strategies	Adastra
Ruth Miskin - Phonics	Ruth Miskin
Careers Advisors	Careers Inc.