

# Pupil premium strategy statement – Outwood Academy Shafton

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	1385
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 (as part of a longer 3 year plan from 2022/23 to 2024/25)
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
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	535,209
Recovery premium funding allocation this academic year	140,760
Pupil premium (and recovery premium) funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>675,969</b>

## 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, particularly in EBacc subjects. 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 their 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 progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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.

- Improve disadvantaged student progress in all groups in all years by improving the quality of teaching and learning.
- 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.
- Ensuring appropriate, individual targeted 4i are identified and actioned across all subjects.

The key principles for the strategy plan involve:

- Robust monitoring of lessons, review of the use of the 5 pillars.
- 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.
- Weekly review at the Inclusion meeting.
- Robust monitoring of attendance procedures.
- Analysis of enrichment data.
- 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 Shafton.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Poor Literacy / Numeracy Skills</p> <p>Many of our students have poor basic skills in literacy and numeracy and this is evident across the curriculum and becomes a barrier to learning across most subjects.</p> <p>Reading ages are low, particularly amongst disadvantaged pupils and handwriting was identified as an issue specifically following the COVID-19 pandemic.</p>
2	<p>Disadvantaged pupils make less progress and attain lower than their non-disadvantaged peers</p>

3	<p>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.</p> <p>Similarly, more disadvantaged pupils have been ‘persistently absent’ in comparison to their non-disadvantaged peers.</p> <p>Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
4	<p>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 impact of the COVID-19 pandemic to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.</p> <p>Attendance and active engagement still remains a concern for many of these students.</p>
5	<p>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.</p> <p>Referrals for support remain high with a large proportion of our cohort identified as being ‘vulnerable’.</p>
6	<p>Attitudes to learning, aspiration, ambition, confidence 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. Though this situation has since improved it has still had a major impact, particularly so with disadvantaged pupils across all areas of the curriculum, leading to poor attainment.</p>

## 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												
<p>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.</p>	<p>Significantly close the attainment gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p><i>Targets to close the gap between disadvantaged and non-disadvantaged students:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Hold middle leaders to account for the actions they are taking to reduce the gap between disadvantaged and non disadvantaged performance</i></li> <li>• <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></li> <li>• <i>Whole school attainment targets</i></li> </ul> <table border="1" data-bbox="592 1205 1401 1328"> <thead> <tr> <th data-bbox="592 1205 719 1279">En &amp; Ma 5+</th> <th data-bbox="724 1205 852 1279">En &amp; Ma 4+</th> <th data-bbox="857 1205 984 1279">En 5+</th> <th data-bbox="989 1205 1117 1279">Ma 5+</th> <th data-bbox="1121 1205 1249 1279">En 4+</th> <th data-bbox="1254 1205 1401 1279">Ma 4+</th> </tr> </thead> <tbody> <tr> <td data-bbox="592 1285 719 1328">42%</td> <td data-bbox="724 1285 852 1328">62%</td> <td data-bbox="857 1285 984 1328">56%</td> <td data-bbox="989 1285 1117 1328">45%</td> <td data-bbox="1121 1285 1249 1328">76%</td> <td data-bbox="1254 1285 1401 1328">65%</td> </tr> </tbody> </table>	En & Ma 5+	En & Ma 4+	En 5+	Ma 5+	En 4+	Ma 4+	42%	62%	56%	45%	76%	65%
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<p>Improved reading comprehension and handwriting skills among disadvantaged pupils across KS3.</p> <p>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.</p>	<p>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.</p> <p>Teachers recognise an improvement in the handwriting skills for the targeted KS3 students.</p> <p>Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.</p>												
<p>Improved basic numeracy skills among disadvantaged pupils across KS3.</p>	<p>Numeracy assessments demonstrate a significant improvement 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</p>												

<p>Students have a level of numeracy that allows them to access the curriculum. Those students who are below Age Related Expectations (ARE) close the gaps with their peers.</p>	<p>improvement through engagement in lessons and subject reviews.</p> <p>Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>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.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>● improved engagement across the curriculum eg. attendance, lesson removals</li> <li>● Data from praising stars</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>● A significant improvement in the overall unauthorised absence rate for all pupils</li> <li>● The attendance gap between disadvantaged pupils and their non-disadvantaged peers closes significantly.</li> <li>● A reduction in the percentage of all pupils who are persistently absent</li> <li>● The proportion of disadvantaged pupils who are persistently absent approaches the same figure for their non-disadvantaged peers.</li> </ul> <p><i>Refer to the Academy Improvement Plan for specific targets.</i></p>

## 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: £ 338,969*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that first wave teaching is of high quality, supported by a programme of professional development that is focused around pedagogy.</p>	<p>A focus on pedagogy and ongoing CPD in this area ensures that there is a constant focus on teaching and learning, 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.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4</p>
<p>Ensure that we are able to recruit the best teachers, using the TES recruitment package.</p>	<p>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 23 with experienced Maths teachers recruited and appointed as part of SLT.</p>	<p>1, 2</p>
<p>Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching.</p>	<p>As subject experts, Directors provide a further level of challenge within subject areas, as well as providing support for teachers to develop and improve 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.</p>	<p>1, 2</p>

	<a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

*Budgeted cost: £168,500*

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 provided by the programmes. PDC as an alternative to suspension to teach	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Development of FocusEd 1 and 2 offering personalised provision to students in Y9>11. GuidanceEd offering bespoke interventions for	1 - 6

<p>the behaviour curriculum and intervene with students. Develop an inclusion corridor. appointment of graduate intern to offer bespoke and personalised package of curriculum support.</p>	<p>identified students. A raft of internal interventions held in the academy each week to support students developing resilience.</p>	
<p>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</p>	<p>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.</p>	<p>2, 4</p>
<p>An AAP leads on our whole school 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 <a href="#">Improving Literacy in Secondary Schools</a> guidance. Fund professional development for</p>	<p>Literacy support programmes have a significant impact on students' ability to access the curriculum, which is strongly linked to their behaviour, engagement and motivation.</p> <p>Whole school reading programme has been developed across the Academy.</p> <p>Reading incentives and rewards.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1, 2, 4, 6</p>

<p>literacy and numeracy.</p> <p>Trips and after school events to support literacy development.</p> <p>Specialist Literacy TA to coordinate and deliver targeted literacy intervention for KS3 students</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

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*Budgeted cost: £168,500*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>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.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 6
<p>An in school support team provide a wealth of support, guidance and advice across a wide range of areas such as pastoral support, behaviour support, safeguarding and wellbeing</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3, 5, 6
<p>An extensive Careers programme over 5 years, complemented by</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/atta">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/atta</a></p>	6

independent CIAG from Careers Inc, ensures that students are well informed and supported	<a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">chment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf</a>	
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.	<a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a>	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 / trips etc and access to free schools meals	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	4, 5, 6
Raise aspirations through access to The Brilliant Club Scholars' Programme, trips and links with universities.	<a href="https://www.educationopportunities.co.uk/wp-content/uploads/Steph-Hamilton-The-Brilliant-Club-NEON-Session-11072019.pdf">https://www.educationopportunities.co.uk/wp-content/uploads/Steph-Hamilton-The-Brilliant-Club-NEON-Session-11072019.pdf</a>	6
Improve the behaviour, resilience and engagement of students by engaging with the 'Think for the Future' programme, which involves the deployment of an on site mentor.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3, 6
Engage with 'Active Futures' to provide bespoke intervention for individuals and groups of students, with a view to	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3, 6

increasing their motivation and engagement with the school.		
Provide a low cost / free breakfast bookable provision for students, particularly for those students who are disadvantaged, accessing external programmes where possible.	<a href="https://www.family-action.org.uk/what-we-do/children-families/breakfast/">https://www.family-action.org.uk/what-we-do/children-families/breakfast/</a>	2
Support the development of the FocusEd and through the appointment of an additional Associate Assistant Principal.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	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 2022 to 2023 academic year.

<p>We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.</p> <p>For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.20 For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 28.37. See <a href="#">DfE guidance</a> for more information about KS4 performance measures.</p> <p>We have, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The Attainment 8 score for disadvantaged pupils in 2022/23 was 28.4 and for non-disadvantaged pupils it was 52.8. For Progress 8, the average score for disadvantaged pupils was -1.20 and for non-disadvantaged pupils it was</p>
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-0.33. We know this remains an area of focus and continue to mitigate against loss learning and continue to review our plans.

Key stage 4 data and our internal assessments suggest that the progress of the school's disadvantaged pupils in 2022/23 was worse than the national figures for similar children. The attainment of the school's disadvantaged pupils in 2022/23 was not in line with the national figures for similar children.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has remained similar since the start of the pandemic. Our analysis suggests that the reason that we have been unable to close this gap is primarily the impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. Looking at our current internal assessments for this academic year there are promising signs for English as at praising stars one over 59.1% are achieving +4. Maths are currently at 37.6%. Maths remains a key area of focus for us as an academy.

Absence among disadvantaged pupils YTD is 3% higher than their peers. We recognise though this has improved this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year from 460 to 166 for our disadvantaged cohort. However, there still remains challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. However this academic year we are starting to see an improvement with a reduction in suspensions and improved engagement.

These results mean that we are only partly on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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
Mental Health and Wellbeing support based around physical activity or group work based intervention looking at different strategies	Active Futures
Relationship and Sexual Health	Spectrum
One to one SEMH support. Introduced group sessions too this academic year	Compass
Behaviour strategies, confidence, resilience and emotional support.	Think for the Future
Behaviour support, exam support, transition support and SEMH strategies	Adastra
Boxing intervention to support with resilience and confidence	The Boxing Academy at Denaby
Hairdressing intervention to support with resilience and confidence	Emma Darby

Further information (optional)

<p><a href="#"><u>Covid recovery 2021-2022</u></a></p> <p><a href="#"><u>Covid recovery plan 2022-2023</u></a></p> <p><a href="#"><u>Covid recover 2023-24 financials</u></a></p> <p><a href="#"><u>Covid recovery 2023-24-plan</u></a></p>
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