

# Pupil premium strategy statement – Outwood Academy Brumby

This statement details our school's use of pupil premium (and recovery 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	762
Proportion (%) of pupil premium eligible pupils	42.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/2023 - 2024/2025
Date this statement was published	15 December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Amber Bradley
Pupil premium lead	Rebecca Tyrer
Governor / Trustee lead	Allen Ransome

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£84456
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£399741

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objective for our disadvantaged pupils is to enable them to have the best life chances.*

*The strategy we have put in place will support these students academically, emotionally and pastorally. By ensuring that the best quality teaching is received in the classroom, the best possible intervention is received outside the main classroom, the best possible support for students' wellbeing and by promoting positive behaviour management we believe we can drive their attainment and progress to provide the best life chances for them. Attendance is key to each support in place as unless a child is present we cannot intervene and support them.*

*The key principles for our strategy are to include our disadvantaged students in every aspect of school life and to remove any possible barrier to them achieving through teaching, attendance, intervention, SEMH support and behavioural support. The academy as a whole will work tirelessly to ensure that any barriers to learning are removed to allow each child the best opportunity to achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	PP students in Y7 have entered the academy with lower than expected standards in literacy.
2	PP students in Y7 have entered the academy with lower than expected standards in numeracy.
3	PP students as a group have less than 95% attendance and higher than national average PA.
4	PP students achieve a lower attainment 8 score than none PP students.
5	PP students have a lower progress 8 score than none PP students.
6	PP students achieve a lower Basics 5+ than none PP students.
7	PP students achieve a lower Basics 4+ than none PP students.
8	Reduce suspensions for students who are PP.
9	Support the SEMH needs of students who are PP.

## 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
Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard literacy.	Pupils eligible for PP in Year 7 make at least the same progress in English than those not in PP.
Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard numeracy.	Pupils eligible for PP In Year 7 make at least the same progress in maths than those not in PP.
Increase attendance and for pupil premium students who as a cohort are below the 95% benchmark for attendance. This in turn will lower the persistent absence of PP students.	Increase the attendance of all PP students in line with or above national average for PP students (95.3%).
Reduce PA for students who are PP.	Reduce the PA of students who are PP in line with or below national average for PP students (13%)
Increase the attainment 8 score of PP students.	Increase the average attainment 8 of PP students to reduce the gap between none PP students
Increase the Progress 8 score of PP students.	Increase the average progress 8 of PP students to reduce the gap between none PP students
Increase the Basics 4+ of PP students.	Increase the percentage of PP students achieving Basics at 5+ to reduce the gap between none PP students
Increase the Basics 4+ of PP students.	Increase the percentage of PP students achieving Basics at 4+ to reduce the gap between none PP students
Reduce suspensions for PP students.	Utilise external agencies to support PP students who receive suspensions.
Support the SEMH needs of PP students.	Monitor the SEMH needs of PP students utilising the SEMH tracker, counselling and outside agencies available to the academy.

## 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: £139,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to be provided to staff to support them in providing quality first teaching to students.	EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.	1, 2, 4, 5, 6, 7
Director support for planning, delivery and intervention providing structured support.	EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.	1, 2, 4, 5, 6, 7
Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement in attainment and progress for students.	EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.	1, 2, 4, 5, 6, 7

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

Budgeted cost: £143,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use small group work, 1:1 support and targeted intervention to support PP	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,4,5,6,7

students in literacy.		
VMG group and additional Option core subject sessions providing structured intervention.	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,4,5,6,7
TA support for students as a combination of 1:1 support in class and also small group support on interventions.	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,4,5,6,7
Online based programmes to support learners out of school interventions.	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,4,5,6,7
Revision materials provided to students to ensure they have equal opportunities to others.	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,4,5,6,7
121 tutors, employed by the academy, to support English, maths and science progress.	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,4,5,6,7
SENCO and SEND Officer employed to allow Inclusion Officer and Inclusion Admin to focus on the support for other groups of students.	EEF Toolkit – Targeted academic support to improve progress and attainment.	1,2,3,4,5,6,7,8,9

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

Budgeted cost: £115,923

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
EWO monitors PP cohort along with other groups of students and supports parents and students to improve attendance and	EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers.	3

reduce PA.		
Rewards are implemented to support students in attending, some of which are family based rewards to include parental support.	EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers.	3
Enrichment clubs are in place to support and promote students' social skills and wellbeing.	EEF Toolkit – Wider strategy used to support students wellbeing.	9
Deeps role appointed to lead on wellbeing for students and staff in the academy to raise awareness and highlight support available.	EEF Toolkit – Wider strategy used to support students (and staff) wellbeing	9
Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing or SEMH needs.	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.	8,9
Learning Manager in place for each year group and lead learning manager to support students from a non academic perspective and ensure their safety and wellbeing.	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.	8,9
Careers support for all students with specific focus on disadvantaged groups to raise aspirations.	EEF Toolkit – Wider strategy used to support students.	9
Support PA students through providing wider experiences.	EEF Toolkit – Wider strategy used to support students wellbeing and SEMH needs.	9

Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements.	EEF Toolkit – Wider strategy to support students by removing non-academic barriers.	9
Inclusion Coordinator to be in position to monitor and track groups of students and ensure that barriers to learning are removed.	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.	1,2,3,4,5,6,7,8,9
External intervention providers to support student behaviour, wellbeing and SEMH needs and reduce exclusions; this is through With Me in Mind.	EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers.	8, 9
Off site intervention support.	EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers.	3, 8, 9
Free breakfast – All students can get a free breakfast before school PP students receive a free breakfast to the value of £1.08 each day in order to ensure they are ready and focussed for learning.	EEF Toolkit – Wider strategy used to support students wellbeing by removing non-academic barriers.	9

**Total budgeted cost: £399,741**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The attainment and progress of PP students is not in line with other students who are not eligible for PP funding.

The interventions and provisions that are in place for our students in all year groups will endeavour to reduce the gap between PP and non PP students in future years. The broad range of interventions will be tailored and personalised to individual students. The academy sustained improvement plan highlights the need to reduce the gap in performance. The rigorous implementation of the plan allows leaders to ensure standards continually improve for all learners with disadvantaged students being a focus.

### 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
Careers advice and guidance for all students with additional support implemented for PP and disadvantaged students.	Careers Inc.
Mental wellbeing support	With me in mind.

### Further information (optional)

All year 11 students, including PP students are discussed extensively at our weekly achievement meeting. The focus of this meeting is to drive attainment and progress for all subjects with a particular spotlight on English, maths and science.

Key students, including PP students are discussed extensively at our weekly inclusion meeting (years 7-11). This is an opportunity for key stakeholders (attendance, pastoral, SLT, and SENDCO) to share concerns, successes and update each other around safeguarding concerns and follow up from parental meetings. The aim of the inclusion meeting is to share high quality information that is used to quickly put personalised provision in place for students who are vulnerable or who are struggling for a variety of reasons.



Pupil premium students are a focus for small group interventions from our specialist teaching assistants in both English and maths, this allows their progress to be accelerated as the pace they can work at is faster in a smaller group.