

Pupil Premium Strategy Statement - Astrea Academy Dearne

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 (As per allocation)	1113
Proportion (%) of pupil premium eligible pupils (As per allocation)	492 (44.2%)
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	01/12/2024
Date this statement was last reviewed and re-published	31/12/2025
Statement authorised by	Emma Glover
Pupil Premium Lead	Amir Arezoo
Governor / Trustee lead	Pippa Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£528,900
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£528,900
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Astrea Academy Dearne we want our disadvantaged scholars to be equally equipped with high quality qualifications that reflect their abilities within academia alongside well refined interpersonal skills that will allow them to become happy and successful adults, contributing in a positive way to their communities and society.

The plan below has been developed through research conducted by the EEF and is in line with whole academy improvement priorities of improving outcomes, expectations, and aspirations of all our scholars. The pupil premium strategy plan aims to disrupt disadvantage both in and out of the classroom so that our scholars can leave us and go onto higher and further education or a high-quality vocational alternative. This will be done through:

Leadership and Management: further developing positive engagement with all stakeholders and quality assuring our policy and practices everyday

Quality of Education: ensuring our curriculum is knowledge rich and lessons are adapted and cater effectively for the context of each class. Scholars are actively engaged through use of the most effective means of participation and improving the literacy of all scholars through fully embracing the Astrea Reads framework across all years and all aspects of school.

Behaviour and Attitudes: To install good habits of attentions and core routines that model high expectations and good behaviours.

Personal Development: A high-quality personal development curriculum and wider enrichment offer that allows scholars to learn what it means to be a good citizen that contributes to society in a positive way, can build happy and healthy relationships with a diverse range of people and develop their employability skills through working positively with peers and other stakeholders. This will be supported by providing unbiased information and guidance about the variety of high quality higher and further education or high-quality vocational routes to allow scholars making informed choices about their future careers.

The key principles of our strategy, for all scholars eligible for the pupil premium, are to ensure:

- that they work hard in their lessons and are actively engaged and challenged in their learning of new knowledge.
- that they have someone in school to be their champion who provides extra support and care to overcome challenges presenting outside of school.
- they know and experience the benefits of attending school every day.
- improved literacy levels through reading challenging literature every day and enable targeted support for those who are behind where they should be.

Challenges

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

Challenge number	Detail of challenge
1	Attendance is typically below that of non-disadvantaged children.
2	Attainment on entry from KS2 is typically below that of non-disadvantaged children, and has been widening.
3	Literacy is typically below that of non-disadvantaged children.
4	Increased risk of safeguarding and wellbeing issues compared to non-disadvantaged children.

Intended outcomes

This explains the aspirational 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
Improve the attainment of disadvantaged scholars.	2025/26: Attainment of disadvantaged scholars continues to improve and is at (least) national average.
Improve the attendance and reduce persistent absence of disadvantaged scholars.	2025/26: Attendance of disadvantaged scholars continues to improve and is at (least) national average.
Improve the reading ages of disadvantaged scholars.	2025/26: Reading ages of disadvantaged scholars continues to improve.
Reduce the number of suspensions of disadvantaged scholars.	2025/26: The proportion of disadvantaged scholars who are suspended continues to reduce.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dearne Cycle of Learning that provides a clear structure for all teaching staff to follow. Effective use of retrieval strategies, modelling and sharing new information, independent practice and feedback will allow scholars to make more progress throughout each subject curriculum.	EEF 'Tiered Approach to Pupil Premium Spending' : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	1, 2, 3
Bookletised Curriculum ensures that the curriculum is knowledge rich for all groups of scholars as well as increasing the literacy expectations and coverage of tier 2 and 3 vocabulary in every lesson.	EEF 'Tiered Approach to Pupil Premium Spending' : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	1, 2, 3
Class Context Sheets ensures staff have effectively planned to meet the needs for the group of scholars being taught. By incorporating information about scholars reading age, SEND needs and other information it means staff can identify their route round classrooms as well as positively targeting the right scholars for questioning and supporting first in lesson.	EEF 'Tiered Approach to Pupil Premium Spending' : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	1, 2, 3, 4
Fluency quizzes and 100% quizzes allows accurate and regular low stakes assessment of knowledge gained by scholars in each subject area and supports identification of gaps in knowledge as well as any key misconceptions that need to be addressed effectively in future lessons. Quiz score information informs planning and next steps	EEF 'Tiered Approach to Pupil Premium Spending' : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	2, 3
Means of Participation are the strategies in which teaching staff will use in lessons to ensure scholars are effectively engaged so that all scholars make progress. This used in conjunction with the class context sheets will ensure that disadvantaged children can be positively targeted to ensure they are making as much progress as their peers	EEF 'Tiered Approach to Pupil Premium Spending' : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	2, 3
Trust IP for Centralised Curriculum Is to allow teaching staff to contribute to the EEF 'Tiered Approach to Pupil Premium Spending': Developing high quality 1,2,3 5 development of a high quality,	EEF 'Tiered Approach to Pupil Premium Spending' : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	2, 3

knowledge rich curriculum that also addresses the culture capital gaps and tier two and three vocabularies. Collaboration allows the curriculum to be sequenced effectively	balanced, knowledge-based curriculum that responds to the needs of pupils	
IP time as a whole school approach ensures that CPD focuses on the most beneficial aspects of T&L research developments and training staff in the most effective classroom practices. Whole school training supports consistent messages and Subject IP ensures that curriculums are frequently reviewed and developed to ensure knowledge rich and develop vocabulary across the curriculum. This allows staff to embed consistent practice for core routines, habits of attention, the Dearne Cycle of Learning, development of class context sheets to ensure needs of all scholars are met in the classroom.	<u>EEF 'Tiered Approach to Pupil Premium Spending'</u> : Professional development to support the implementation of evidence-based approaches	2, 3
Induction programme for new staff and ECTS ensures they are supported in developing their classroom practice to ensure learning is not disrupted, activities maximise learning in the classroom and means of participation are undertaken.	<u>EEF 'Tiered Approach to Pupil Premium Spending'</u> : Mentoring and coaching for teachers	1, 2, 3, 4
Staff development through offering leadership CPD packages to staff at different stages of leadership such as NPQSL, ELP, Aspiring headteacher, allows a wider range of staff in school to drive school improvement by developing strong leadership skills.	<u>EEF 'Tiered Approach to Pupil Premium Spending'</u> : Recruitment and retention of teaching staff	1, 2, 3, 4
Classroom ICT to allow effective monitoring of scholars in class and real time communication to support scholars effectively to minimise disruption to learning as well as ensuring effective safeguarding of all children. Use of visualisers and standing desks in each classroom ensures modelling of new knowledge, vocabulary and concepts can be effectively shared with all scholars in a classroom.	<u>EEF 'Tiered Approach to Pupil Premium Spending'</u> : Technology and other resources to support high quality teaching and learning	1, 2, 3, 4
Astrea Reads – strategy used across school to enhance reading and vocabulary skills. Scholars read a minimum of 6 challenging texts per year.	<u>EEF 'Tiered Approach to Pupil Premium Spending'</u> : Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	2, 3, 4
Provision of GCSE Art and photography resources to scholars- a pack of resources that scholars can use at home to support their GCSE portfolio work, reducing costs to families.	<u>EEF 'Tiered Approach to Pupil Premium Spending'</u> : Technology and other resources to support high quality teaching and learning	1, 2, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh start literacy intervention is a phonics sound training intervention used to support scholars with reading ages below nine. All scholars accessing this have 4 sessions per week using bespoke materials based on reading need.	EEF 'Tiered Approach to Pupil Premium Spending' : One to one, small group or peer academic tuition	1, 2, 3, 4
Lexia literacy intervention is used as another literacy intervention for those scholars who have a reading age below 10. Scholars would complete this in small groups.	EEF 'Tiered Approach to Pupil Premium Spending' : One to one, small group or peer academic tuition	1, 2, 3, 4
Enhanced Provision is a resource provision set up in school to provide accelerated progress for scholars working below age related expectations. This bespoke curriculum still covers the full national curriculum but with an increased focus on developing literacy and numeracy skills.	EEF 'Tiered Approach to Pupil Premium Spending' : Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 3, 4
Soft Starts is a morning intervention for scholars with SEMH as well as other SEND primary needs. Scholars will attend a smaller group Morning Meeting and continue with their reading but also access teaching assistant support to check timetables, equipment and discuss any worries about the upcoming day. Aimed at improving attendance to school and lessons	EEF 'Tiered Approach to Pupil Premium Spending' : Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 4
Revision guides and Knowledge Organisers revision materials given to Y11 scholars to provide materials to use for revision at home	EEF 'Tiered Approach to Pupil Premium Spending' : Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 3, 4
Homework club to support SEND and PP scholars with completion of online Sparx homework. Run by teaching assistants to offer scholars appropriate additional support	EEF 'Tiered Approach to Pupil Premium Spending' : Extended school time, including summer schools	1, 2, 3, 4

<p>Session 6, P0 for Y11 scholars. All scholars in Y11 access 6 sessions per fortnight to provide an extra hour per subject with their class teacher to specially revise and work on exam technique leading up to the real GCSE</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Extended school time, including summer schools</p>	<p>2, 3, 4</p>
<p>Holiday interventions for Y11 with free food and drinks. Offered to all Y11 during the holidays.</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Extended school time, including summer schools</p>	<p>2, 3, 4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling support provided by in house counselling staff who run a range of different support groups such as bereavement, friendship issues, mental health and trauma support, self esteem to support scholars during school time through group and one to one sessions. This includes materials needed to run these sessions with the scholars. Use external providers such as Caritas and additional Education and Child Psychology services (on top of LA allocation)</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Supporting pupil's social, emotional and behavioural needs</p>	1, 4
<p>Pastoral team set up to allow a non teaching PYL as well as a Teaching AYL to support a wide range of pastoral issues raised from scholars. This team allows for swift support and interventions to support scholars in behaving better, lesson issues solved to keep them in a classroom setting for learning</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Supporting pupil's social, emotional and behavioural needs</p>	1, 4
<p>Attendance team and collection by school minibus. List of scholars who need support with getting into school or persistently late, the minibus is deployed to support these scholars, particularly round Y11 exams. Attendance team is substantial to ensure phone calls and visits to missing scholars can be done so in a timely manner each day and offer support to families where absence is an issue. Minibus –on going costs for running and training for staff</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Supporting attendance</p>	1, 4
<p>Enrichment clubs such as sports clubs and representing school in these, maths clubs, esports, music and art clubs.</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Extracurricular activities</p>	1, 4
<p>Offer of free breakfast, on arrival to school allows scholars to collect a free bagel from the servery every morning. Subsidised lunches for scholars who need support purchasing food from school that may not qualify for FSM.</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Breakfast clubs and meal provision</p>	1, 4
<p>Hygiene packs made up of toiletries for both males and female scholars. These are given free of charge to scholars who need support with purchasing these goods or have been referred to the safeguarding team or PYL due to poor hygiene. Sanitary products given free of charge and</p>	<p>EEF 'Tiered Approach to Pupil Premium Spending': Supporting pupil's social, emotional and behavioural needs</p>	1, 4

accessible to all who require them in school. Scholars who experiencing period poverty are given bulk amounts of products to take home		
Scholar Boutique allows scholars to lend scholars any uniform including shoes and pe kit if they need to. Pieces of uniform bought and provided for free of charge for financially at-risk families.	EEF 'Tiered Approach to Pupil Premium Spending' : Supporting pupil's social, emotional and behavioural needs	1, 4
Rewards and Recognition -Money set aside for scholars to have a Christmas dinner as well as small Christmas gifts for the most disadvantaged scholars. End of year rewards trips and events are subsidised for PP scholars.	EEF 'Tiered Approach to Pupil Premium Spending' : Supporting pupil's social, emotional and behavioural needs	1, 4
Funded music lessons for PP scholars to have subsidised lessons with a peripatetic teacher in school.	EEF 'Tiered Approach to Pupil Premium Spending' : Extracurricular activities	1, 2, 4
Technology to allow swift communication to parents and carers to support with dysregulated scholars to support them staying in school and attending lessons.	EEF 'Tiered Approach to Pupil Premium Spending' : Communicating with, and supporting parents.	1, 4
In house Careers advisor (Lead) and HE and FE trips including HEPPSY projects aimed at getting first generation university scholars into exploring the opportunities that university and HE bring.	EEF 'Tiered Approach to Pupil Premium Spending' : Supporting pupil's social, emotional and behavioural needs	1, 2, 4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Progress (National in brackets)		
Improve the attainment of disadvantaged scholars.		Non-PP - Ave A8	PP - Ave A8
	2022/23	4.18 (5.03)	2.98 (3.5)
	2023/24	4.76 (5.00)	2.74 (3.45)
	2024/25	4.65 (5.03)	3.06 (3.48)
Improve the attendance and reduce persistent absence of disadvantaged scholars. Attendance		Non-PP	PP
	2022/23	83.2% (94.0%)	76.8% (87.8%)
	2023/24	85.0% (94.1%)	79.4% (87.8%)
	2024/25	91.8% (TBC)	80.1% (TBC)
Persistent Absence		All	PP
	2022/23	45.7%	62.0%
	2023/24	43.3%	60.8%
	2024/25	38.5%	51.7%
Improve the reading ages of disadvantaged scholars.		Non-PP	PP
	2022/23	11.98	10.54
	2023/24	11.86	10.76
	2024/25	13.16	11.39
% of pupils who have had 1 or more suspensions		All	PP
	2022/23	30.19% (7.12)	38.85 (15.16)
	2023/24	27.65% (7.83)	39.75 (16.57)
	2024/25	18.2%	25.3%
% of pupils who have had 2 or more suspensions		All	PP
	2022/23	22.86 (3.4)	32.92 (8.31)
	2023/24	20.29 (3.9)	30.96 (9.40)
	2024/25	12.4%	17.6%