

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Astrea Academy Sheffield
Number of pupils in school	788
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	20/09/21
Date on which it will be reviewed	01/07/22
Statement authorised by	Emma Glover
Pupil premium lead	Adam Nicholson
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 295,598
Recovery premium funding allocation this academic year	£ 43,573
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	A large number of disadvantaged scholars have limited access to educational and cultural experiences, outside of school
2	Social, emotional and behavioural difficulties affect a number of disadvantaged pupils and impacts significantly on their wellbeing, behaviour and learning.
3	Reading ages on entry for some disadvantaged scholars are lower than them of their non-disadvantaged peers.
4	Information from previous placements and current analysis, shows that disadvantaged scholars have slightly lower attendance rather than non-disadvantaged scholars. Particularly, scholars who are disadvantaged and SEND.  The proportion of scholars who are Persistent Absentee's (PA) is higher for disadvantaged scholars, again, particularly for pupils who are disadvantaged and SEND.

## 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
For all scholars, irrespective of background, to have the same opportunities to thrive in a school which offers engaging and rich curriculum of	For a broad and balanced curriculum to be accessed by all scholars.  For a diverse range of electives and extra-curricular activities to be provided and for all scholars to access them.

academic disciplines and enriching activities.	
For teachers to be able to teach and for learners to be able to learn. Through a focus on emotional wellbeing & kindness; clear expectations around positive behaviour choices and a robust and fair system in place to manage negative behaviour choices.	Through scholar and parent surveys, the feedback that scholars feel safe in school. That they feel happy and able to learn due to high expectations of learning habits and behaviour. Feedback from lesson observations and external verifiers to show positive behaviours are common place.
For reading ages of disadvantaged scholars to be in line with their non-disadvantaged peers, through them making rapid and accelerated progress.	Comparison of reading ages and standardised test scores for disadvantaged scholars and non-disadvantaged scholars. For rapid growth in reading age to be made by disadvantaged scholars.
Alignment of attendance of disadvantaged scholars and non-disadvantaged scholars.	For all scholars to have an attendance of 96% or above, with case studies in place to explain and analyse the scholars for whom this is not the case.

## 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: Roughly 70% of PP funding (changeable due to increased numbers each year).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	The academy believes in quality teaching for all. Subject specialists are able to deliver a broad and balanced curriculum tailored to the individual needs of their scholars. Our CPD is focussed around improving all teacher's practise and our common approach to curriculum helps speed up progress by reducing the amount of time that is wasted.	1, 2, 3
Electives	A comprehensive electives programme allows our scholars to select an activity that they do for 2 hours per fortnight. This activity can be completely unrelated to the subjects they learn for the other 48 hours but continue to build their cultural capital and develop the whole child.	1
A common approach to teaching.	At Astrea Academy Sheffield, we teach using booklets rather than PowerPoint presentations. These are professionally printed resources that are made in-house to function as a text book, exercise book and revision resource. They are used in a way that reduces cognitive load and enables to scholars to focus on the subject at hand by removing unnecessary distractions. The creation	1, 2, 3

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

Budgeted cost: Roughly 20% of PP funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in reading	<p>Reading ages directly correlate with attainment. By introducing a robust reading strategy across the school attainment of scholars should also improve.</p> <p>The school has purchased a large number of tablets to use with Accelerated Reader in dedicated lesson time to allow scholars to demonstrate their passion for reading and their reading accuracy.</p> <p><a href="#">EEF Improving Literacy in Secondary Schools</a> – Secondary - Recommendations 3 and 7.</p>	3
Read Write Inc. and Fresh Start	<p>Read Write Inc and Fresh start curriculums are embedded throughout the school.</p> <p>In primary, several periods of teaching are dedicated to Read Write Inc to improve the reading and oracy of our scholars.</p> <p>In secondary, Fresh Start is used as an intervention with scholars who have very low reading ages and are assessed as needing intervention.</p> <p><a href="#">EEF Improving Literacy in Secondary Schools</a> – Secondary – Recommendations 1, 3 and 7.</p> <p><a href="#">EEF Improving Literacy in KS1</a> – Secondary - Recommendations 1, 3, 6 and 7.</p> <p><a href="#">EEF Improving Literacy in KS2</a> – Secondary - Recommendations 1, 3, 6 and 7.</p>	3
Direct Instruction (Maths)	<p>Similar to the above, in secondary, scholars who show a need for studying basic mathematical skills are taught maths using Direct Instruction.</p> <p><a href="#">EEF Improving Mathematics in Key Stages 2 and 3</a> – Secondary – Recommendations 6 and 7.</p>	1

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

Budgeted cost: Roughly 10% of PP funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Electives	<p>The academic curriculum is suspended two hours per fortnight to allow scholars to partake in 'Electives'. A 2-hour session focussing on engagement, fun, trying something new and developing exciting new skills.</p> <p>Activities have included:</p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Circus Skills</li> <li>• Police Cadets</li> <li>• Taekwondo</li> <li>• Photography</li> <li>• Art</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Tennis</li> <li>• SUFC</li> <li>• Board games</li> <li>• Lego club</li> <li>• Cooking</li> </ul>	1
Attendance improvement	<p>All pupils have access to a breakfast club – some disadvantaged pupils have been targeted to ensure they attend.</p> <p>The Attendance Officer completes first day phone calls / text messages for all pupils.</p> <p>Attendance is understood to be a priority by all staff. Form tutors are trained on using the attendance tracker which highlights any trends and issues.</p> <p>Whole academy rewards system ensure attendance is rewarded with a high number of Astras.</p> <p>All classrooms have an attendance poster which is referred to in meetings and during tutor time.</p> <p>A robust system of parental letters have been developed to ensure understanding of the important of good attendance.</p> <p>The academy works closely with the trust inclusion team and the EWO to address difficult cases.</p>	4

	<p>Attendance figures both at group level and individual cases, to be monitored daily.</p> <p>Training provided for form tutors, attendance leads and attendance officer.</p> <p>Trust reviews.</p> <p>Records of EWO involvement.</p>	
<p>A rigorous and clear, well implemented behaviour policy.</p>	<p>Behaviour points are constantly tracked by the senior leadership team and by form tutors.</p> <p>All parental conversations begin by analysing the conduct of pupils within the school environment.</p> <p>The academy believes in a strong pastoral programme to ensure pupils needs are met.</p> <p>All pupils have the opportunity to meet with their form tutor twice per day, once at the start of the day and again after lunch, before the afternoon session begins.</p> <p>Routines are embedded and high expectations are set.</p> <p>The academy behaviour policy is clear in its expectations. Class Charts is used to track behaviour and allows pupils and parents to track their behaviour by having a person tracking account.</p> <p>Positive and negative points are distributed and tracked regularly.</p> <p><a href="#">EEF Improving Behaviour in Schools</a> – Primary and Secondary – All recommendations.</p>	2

## 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 2020 to 2021 academic year.

During the previous academic year, scholars were assessed internally using two assessment periods. This data shows that our scholars have remembered the knowledge they have been taught to a high degree of accuracy but is not standardised. We used GL assessments to monitor progress in a standardised environment.

Y7 scholars in showed an improvement in their average standard age score of 2.2 in English and -2.1 in maths since the start of Y7. The same cohort improved their reading ages by 19 months in 9 months.

Y8 scholars in showed an improvement in their average standard age score of 8.6 in English and 5.2 in maths since the start of Y7. The same cohort improved their reading ages by 25 months in 21 months.

Y9 scholars showed an improvement in their average standard age score of 11.8 in science since the start of Y7. The same cohort improved their reading ages by 42 months in 33 months.

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Externally provided "Electives" sessions	Various providers
Think for the Future	Think for the Future
Big Brother	Reach up Youth