Pupil Premium Strategy Statement All Through

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Reviewed By	Rachel Flemming, Primary Co- Principal David Boyd, Secondary Co Principal
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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged scholars.

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.

All data is accurate as of September 2024 (DfE).

School overview

Detail	Data
School name	Astrea Academy Sheffield (Secondary Phase)
Number of scholars in school	1061
Proportion (%) of pupil premium eligible scholars	53.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Flemming and David Boyd
Pupil premium lead	Sarah Jenkinson-Ward
Governor / Trustee lead	Dharmendra Shadija

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£480,180
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£576,830 No. All PP funding is allocated to the academy.

Part A: Pupil premium strategy plan

Statement of intent

Our academy vision is 'to provide an exceptional, knowledge-rich educational experience, which ensures all scholars succeed'. This means that we intend that all scholars, irrespective of their starting point or the challenges they face, make excellent progress and attain highly across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged scholars to achieve that vision, including progress for those who are already high attaining. We will consider the challenges faced by all scholars including our most vulnerable scholars, and the activity we have outlined in this statement is intended to support all scholars.

Quality First Teaching is at the heart of our approach, as we believe expert teaching to be the most effective way to support disadvantaged scholars to make the most progress. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged scholars in our school. The education endowment foundation states that "great teaching is the most important lever schools have to improve pupil attainment" (EEF,2023). In their pupil premium guide, the EEF stated that "[ensuring] an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils" (EEF, 2023). Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged scholars' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through the Astrea Way, our strategy is also integral to wider school plans for education recovery, through the use of clear routines, interventions, reading support and extra-curricular activities.

Our approach will be proactive 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 scholars excel across the board.

Evidence:

EEF guide to the pupil premium (2023)

EEF evidence of high-quality teaching (2023)

Challenges

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

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Challenge number	
1	A significant proportion of scholars enter the academy below age related expectations in English and Mathematics. There are gaps in knowledge which should have been acquired at KS1 and KS2.
2	A large number of disadvantaged scholars have limited access to educational and cultural experiences, outside of the school day.
3	Social, emotional and behavioural difficulties affect a large number of disadvantaged scholars and impacts significantly on their wellbeing, behaviour and learning.
4	Reading ages (level of language and communication in primary) on entry and barriers to language for some disadvantaged scholars are significantly lower than that of their non-disadvantaged peers.
5	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 scholars 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	Challenge number(s) addressed	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 academic disciplines and enriching activities.	2	• For a diverse range of electives and extra-curricular activities to be provided and for all scholars to access them to ensure scholars can broaden their cultural capital and their wider skill set alongside academic study. • To ensure attendance to extra-curricular clubs increases throughout the academic year. • For the curriculum to be rigorously evaluated by subject leaders, school leaders, and trust leads to ensure the curriculum offers the best possible chance of academic success for scholars to succeed. • To promote pathways to further education and elite universities for scholars throughout KS3, 4

5		and 5 through our Sixth Form as well as programmes such as the Brilliant Club and access to Sheffield. • To ensure all scholars are taught a rich and comprehensive personal development curriculum to allow them to become respectful, responsible, and tenacious members of society. • To ensure all scholars are well supported into further education and their future careers through regular meetings, guidance and careers education facilitated by our career's advisor and national lead for careers. • To ensure all scholars are in education or training when they leave Y11 as evidenced by Y11 destination data.
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.	3	• To ensure regular CPD is offered to members of staff to ensure quality-first teaching is commonplace to maintain disruption free classrooms and promote a sense of joy in classrooms. • To ensure that fair and robust systems are in place and are widely communicated so that every scholar, member of staff and key stakeholder is aware. • To increase our offer of rewards to scholars in line with the Astrea Ascent to ensure that scholars are consistently rewarded for their personal, academic and extracurricular achievements. • Through scholar and parent surveys - we aim to see positive feedback signalling that scholars feel safe in school, feel happy and supported and can learn due to high expectations around behaviour. • Increasing capacity for key stakeholder feedback by increasing our offer of coffee mornings with specific foci. An increased offer of coffee mornings allows for greater breadth of feedback to support with the academy improvement plan. • Working with the Community Action Group to collect key feedback around academy improvement.

		• Improving the sense of belonging for our scholars to the school community and the community at wide through character education. Each week there will be a specific character education focus linked to a specific academy value to encourage scholars to make positive choices and be responsible members of society. • Ensuring feedback from lesson observations and external verifiers to show positive behaviours are commonplace around the academy.
For reading ages of disadvantaged scholars to be in line with their non-disadvantaged peers, through them making rapid and accelerated progress.	4	• Scholars in our EYFS classes are supported additionally by the use of Launchpad which identifies and tracks the small steps of progress needed to catch up with age related expectations. • In addition to the delivery of phonics through the RWI programme, we ensure scholars who have gaps in sound knowledge or slower progress in reading receive daily fast track tutoring by specialist trained staff. • Scholars in UKS2 with reading fluency levels below age-related patriciate in the Herts for Learning programme to ensure gaps are closed. • Reading for Pleasure if prioritised in primary and timetabled daily. • To ensure pupil premium scholars are making accelerated reading progress throughout the year as measured by NGRT data. • To ensure the disadvantaged reading gap is narrowed as measured by NGRT data. • To ensure Sparx reader engagement and completion continually increases for all scholars throughout the academic year. • To ensure Astrea Reads is fully implemented and quality-assured to allow for maximised reading time and improved reading progress for scholars. • Ensure scholars below expected reading ages have access to the Fresh Start intervention and graduate within the academic year.

		• To increase the offer of extra-curricular clubs and activities in the school library to encourage reading and reading related activities.
Alignment of attendance of disadvantaged scholars and non-disadvantaged scholars.	5	• To ensure pupil premium attendance to the academy increases year on year. • To ensure pupil premium attendance is in line with national average. • To close the gap between pupil premium and non-pupil premium attendance.
Narrowing of disadvantaged gap in GCSE results.	1	• Ensure the attainment gap between PP and non-PP scholars is narrowed as measured by PSC, SATs and GCSE results.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classes and smaller class sizes.	The academy believes in smaller class sizes especially with regards to lower attaining groups to improve the scholar-teacher ratio. This is based on evidence from the American Educational Research Association that found that "small classes were particularly beneficial for low attaining pupils at secondary school. A decrease in class size from 30 to 15 was associated with an increase in the probability of on-task behaviour by around 10 percentage points from 78% to 88%" (Blatchford, 2008). They also found smaller classes are associated with: • More time when individual pupils are the focus of a teacher's attention. • More active interaction between pupils and teachers.	1, 3, 4

	• More pupil engagement, particularly for pupils attaining at lower levels (Blachford 2008). We therefore have used this model to ensure that scholars are given the best possible chance at academic success with smaller class sizes. We have increased the number of teaching assistants who fulfil a range of duties around the academy. Teaching assistants are used in lesson to support teaching and learning and to deliver high quality interventions to the scholars (both academic and pastoral). We have drawn from evidence from the Education Endowment Foundation in which they concluded that Teaching Assistants are most effective when: • They are fully prepared for their role in the classroom • They add value to what teachers do, not replace them • They deliver high quality one-to-one and small group support using structured interventions • Evidence-based interventions are adopted to support TAs in small groups and one-to-one instruction (EEF, 2021). Teaching assistants have specific areas of expertise that they work to ensure they can specialise to improve progress in different disciplines, for example: • We have increased capacity for numeracy support within mathematics to support with improving attainment for our disadvantaged scholars in mathematics. • We have hired a teaching assistant specifically for reading to work with our fresh start scholars to ensure reading progress is improved for our disadvantaged scholars. • Teaching assistants are timetabled to support in our reset space to offer reasonable adjustment and work with scholars to support them in making positive behaviour choices. **Supporting Evidence** 1. [Department For Education Meta Analysis on class sizes](#) 2. [EEF Teaching Assistant Guidance](#)	
Additional staffing- Academic Year Leaders and Pastoral Year Leaders.	We have increased capacity for pastoral and academic support for our scholars by securing the roles of Pastoral Year Leader and Academic Year Leader. This allows the scholars to be supported both pastorally and academically through their schooling.	3, 5

9	Pastoral Year Leaders work with scholars to improve barriers to learning by making positive choices with regards to behaviour, offering support through 1-on-1 interventions, wellbeing interventions, reintegration meetings and abundant communication with parents/guardians. Academic year leaders deliver morning meetings including important character education sessions and assemblies that aid in personal development. AYL's and PYL's work with form tutors, middle and senior leaders and the attendance team to ensure attendance to the academy improves for all scholars. The evidence suggests that pastoral care can have a positive impact on the attainment of scholars. Studies have found that effective pastoral care can: • Improve students' attendance and retention rates. • Foster an orderly atmosphere in which all students can access opportunities and enhance their academic achievements. • Promote tolerance, especially in students and teachers with due regard for protected characteristics (Benard, 1995, pp. 3–4). Further evidence to support this comes from Furrer and Skinner who postulated that effective pastoral care is linked to **academic engagement and performance** (Furrer and Skinner, 2003). **Supporting Evidence:** • Benard, B. (1995). *Fostering resilience in children.* ERIC Digest. ERIC Identifier: ED386327. http://files.eric.ed.gov/fulltext/ED386327.pdf. • Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic achievement and performance. *Journal of educational psychology, 95*(1), 148–162.	

Excellence in pedagogy.	The academy believes that excellent teaching for all is a fundamental way to address disadvantage. We therefore prioritise hiring and developing subject specialists to deliver a broad and balanced curriculum tailored to the individual needs of their scholars. We have hired lead practitioners in multiple subject areas to support with the implementation of quality-first teaching and to model best practice and pedagogy. In the Primary phase the leader of teaching is supported by a newly appointed trust pedagogy lead to support effective implementation in school. Our whole-academy approach to CPD is evidence informed and includes deliberate practice and various opportunities to engage with recent, quality research: areas that are proven to positively impact on scholars' progress. The CPD programme allows for the implementation of important strategies that are proven to improve attainment. CPD is career stage appropriate, with ECTs and middle leaders experiencing appropriate high quality CPD that aligns with career stage. Intellectual preparation time is given over to departments, overseen by Heads of Department to allow subject specialists to focus on specific pedagogy in their disciplines to ensure quality-first teaching is delivered by all teachers. Classroom practitioners are given specific feedback and CPD based upon learning walk feedback undertaken by senior leaders. Deliberate practice and CPD is informed by these learning walks, and high quality CPD videos have been produced by senior leaders and lead practitioners to support classroom practitioners in delivering quality-first teaching. The academy is supporting secondary teachers who wish to become examination markers to undertake training to fulfil this need. It is our belief that being an examination marker for GCSE and A level examinations makes teachers better classroom practitioners and will improve scholar preparedness for examinations. **Supporting Evidence:** 1. Deliberate Practice Evidence 2. CPD and Progress Evidence 3. Sharon Bates & Laura Watt (2016) Staff development for raising attainment: a practitioner's view of what works, Education 3-13, 44:1, 44-52, DOI: 10.1080/03004279.2015.1122317 4. Ward, Paul, et al. "The road to excellence: Deliberate practice and the development of expertise." *High ability studies* 18.2 (2007): 119-153.	1, 2, 3, 4

| Electives | The academic curriculum for KS3 is suspended two lessons per fortnight to allow scholars to partake in 'Electives'. A 2-period session focussing on engagement, fun, trying something new and developing exciting new skills that they may not have the opportunity to do outside of school. 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. Electives are selected to be either sporting, academic or artistic. Activities have included:

Secondary Phase
• Textiles
• Football
• Art
• Basketball
• Multi-sports
• Debate
• AAS Apprentice
• IDEA Award
• Cooking
• Ice Skating
• Polyglot studies

Primary Phase:
• Cooking
• Gardening
• Netball
• Running
• Creative writing
• Reading
• Football
• Choir
• Yoga

The above list continues to be modified to ensure scholars are given the opportunity to explore a wide range of activities.

To support with the facilitation of electives we have a specific TLR holder to oversee the electives curriculum. This has allowed for more careful planning of activities so that scholars can enjoy a rich variety of electives to support in their greater personal development. | 2 |
| Electives | | 2 |

	Supporting Evidence:	
12	1. [Extra-curricular Inequalities - Sutton Trust](#) 2.[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation](#) 3.[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity](#)	
A common approach to teaching.	In Primary, we have a common approach to lesson structure: 1. Retrieval 2. New vocabulary 3. New Knowledge 4. Talk task/ exploration 5. Develop learning 6. Independant learning 7. Plenary Retrieval practice is planned carefully to ensure knowledge is retrieved from the last lesson, last unit and last linked knowledge from the previous year. Staff have secure knowledge in cognitive science in order to optimise intrinsic load. In Secondary enact our carefully planned curriculum using booklets and visualisers. These are bespoke, professionally printed resources that are created by subject experts to function as a textbook, exercise book and revision resource. Booklets are presented in a way that reduces cognitive load and strengthens recall through retrieval. They are also crucial documents for scholars who have missed learning because they are not transient resources, like PowerPoints. Booklets are quality-assured and designed collaboratively to ensure that they are uniform and not of varying quality. The academy shares expertise with Astrea Academy Trust with regards to curriculum design and resource creation. To continue to improve the implementation of the curriculum the academy will continue to work closely with trust subject leads to ensure the resources are of the highest quality. All scholars across the academy are given daily opportunities to retrieve past content and strengthen their learning. Opportunities for retrieval can be accessed in: 1) Progress checks in morning meeting. 2) Do Nows at the beginning of every lesson, every day.	1, 2, 3, 4, 5

	3) Subject recall quizzes. 4) Cumulative quizzes each half term in every subject. 5) Centralised homework. Morning meetings are an opportunity to retrieve key content across subjects from Y7 – 10. Y11 are offered weekly lectures in English, Maths and Science to support in retrieval, attainment and exam preparedness. Morning meetings offer character education and personal development assemblies alongside academic content to ensure scholars receive a rich curriculum. **Supporting Evidence:** • Cognitive Load Theory – Chandler, P and Sweller, J (1991) Cognitive Load Theory and the format of instruction. Cognition and Instruction 8(4): 293–332. • Retrieval practice - Bjork, R. (1988). Retrieval Practice and the Maintenance of Knowledge. *Practical aspects of memory: Current research and issues*, 1, 396-401.	

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

Budgeted cost: Approximately 20% of PP funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in reading	Reading ages directly correlate with attainment. By continuing to deliver a robust reading strategy across the academy, attainment of scholars should also improve. As an academy we are committed to rapid progress in reading for all scholars, and through our high-quality reading programme, aim to improve reading ages for all scholars. In Primary, developing expert teaching is Phonics is key to ensuring scholars make rapid progress to close gaps in Reading attainment. Our Phonics leader provides weekly coaching sessions to staff observed through the week. This is supported externally by visits from Literacy specialists from the English Hub, Read, Write Inc and Astrea Central team. Deliberate practice sessions are scheduled weekly to focus on common areas of improvement observed each week. After each 6 weekly assessment a grouping meeting is held which identifies spotlight children and specific sounds gap knowledge which needs to be addressed. Individual fast track tutoring is also reviewed 6	1, 2, 3, 4

weekly and progress is recorded daily on individual tracking sheets.

Our Secondary reading strategy includes whole-academy novels, independent reading time built into the curriculum, high-expectations of reading materials across the curriculum, Sparx Reader, investment in our library and reading coaches, and purchase of subscriptions and technology to support reading as well as competitions and rewards.

All scholars participate in whole class reading during afternoon reading time led by form tutors. Novels have been chosen to be age appropriate and to cover a range of time periods and genres to give scholars rich texts to enjoy. Teachers are trained on how to deliver these sessions with resources provided to ensure key vocabulary is explicitly taught and discussion questions are embedded to ensure the scholars are fully comprehending what they are reading. Reading sessions are regularly quality assured through learning walks and feedback.

We test the reading ages of scholars twice a year using the new group reading test (NGRT). This gives us valuable data to determine the reading ages of scholars, and track reading ages of scholars as they progress throughout school. A reading age of 9 or below may qualify scholars for our fresh start intervention which is mentioned in more detail below. The NGRT is our most robust measure for reading age and is thus used to determine reading progress of all scholars.

Sparx reader has been embedded at the academy with all scholars in Y7 – 10 accessing Sparx reader weekly. Sparx reader weekly targets are set for the scholars to adhere to, so we can track reading being completed at home. Disadvantaged scholars may not have access to the necessary technology to complete Sparx reader at home, so we offer homework clubs for any scholar that may require it to ensure there is no digital disadvantage.

Each week there is a specific word of the week that ties in with weekly character education. We want scholars to 'overlearn' vocabulary to ensure it is stored in long term memory, and thus made the decision to link key vocabulary with character education to give more purpose to the vocabulary being learnt.

As a reading school, reading is promoted wherever it can be. All teachers promote reading by having a specific recommended read displayed in classrooms and workspaces for the scholars to see.

Reading for pleasure is promoted through our daily Astrea Reads programme as well as our book club, an extra-curricular club

	facilitated by our librarian in which scholars can meet to discuss their reading and their reading successes are promoted in the library for all scholars to see. In Primary, a daily Reading for Pleasure slot is timetabled where teachers/scholars recommend reads, vote for class reads, explore new materials and complete other various activities. All environments foster a love of reading. **Supporting Evidence:** 1. [EEF Improving Literacy in Secondary Schools](#) – Secondary - Recommendations 3 and 7. • Reading for pleasure: Department for Education's 'Research evidence on reading for pleasure' report by the Education Standards Research Team (May 2012)	
Fresh Start	The Fresh start curriculum is embedded throughout the school. Fresh Start is used as an intervention with scholars who have insecure phonological understanding and are assessed as needing intervention. There are two members of staff who are trained in the delivery of the Fresh Start program, and all teach intervention groups. Fresh start is used to improve phonics and reading comprehension, so that the barriers to reading for scholars is removed. The Fresh Start programme allows scholars to improve their reading comprehension across subject disciplines, again removing barriers to learning. Scholars are flagged at the beginning of the academic year as to whether they require the intervention (using KS2 data and NGRT assessments) and are then work through the programme until they graduate. Fresh start has been a successful intervention to help improve reading comprehension for our disadvantaged scholars and continues to support the narrowing of the disadvantaged reading gap (see last year's reading age data for evidence). **Supporting Evidence** 1. [EEF Improving Literacy in Secondary Schools](#) – Secondary – Recommendations 1, 3 and 7. 2. [EEF Improving Literacy in KS1](#) – Secondary - Recommendations 1, 3, 6 and 7. 3. [EEF Improving Literacy in KS2](#) – Secondary - Recommendations 1, 3, 6 and 7.	3, 4
Intervention Offer	We have a broad range of interventions both universal and bespoke to support our scholars both pastorally and academically. We have a universal offer to all scholars which includes but is not limited to: 1) Quality-first teaching 2) Period 6 for Y11	1, 2, 3, 4, 5

3) Reading Support
4) PYL and AYL support

The inclusion team provide a broad set of targeted group intervention to groups of schools identified through our rigorous diagnostic assessment process. These interventions include:

1) Literacy
2) Numeracy
3) EAL
4) Handwriting
5) ELSA
6) SEMH Programme

The EEF supports the use of small-scale interventions on attainment, they find that interventions will have a positive impact on educational attainment when:

- Learning in one to one and small groups is carefully **linked with classroom teaching.**
- For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the **teaching assistants are experienced and well-trained.**
- Small group tuition is most likely to be effective if it is targeted at **pupils' specific needs** (EEF, 2023).

We have used evidence from the EEF to ensure the interventions we offer are useful. Teaching Assistants are trained to offer high quality interventions. Literacy, handwriting and numeracy interventions are designed to allow scholars more success in mainstream lessons. EAL and SEMH interventions are targeted at the specific needs of scholars to remove barriers to learning.

We have three waves of intervention to support scholars with barriers to learning such as their attainment, attendance and behaviour. Scholars are offered bespoke interventions as part of our graduated response to ensure they are adequately supported, such as think for the future, an intervention that support scholars in making positive behaviour choices and how these choices will support their future. As part of our reintegration process, interventions are monitored to ensure scholars have been given access to specific interventions to support them pastorally and academically.

	All scholars in Y11 have access to academic interventions across the subjects they study. P6 is a requirement for all Y11s in every subject and this is centrally planned and resourced by heads of department to ensure resources are high quality and evidence informed. Y11 scholars are offered bespoke morning and lunch interventions in subjects as decided by heads of departments in Y11 subject progress meetings. This enables HOD's to make informed choices as to which scholars should be placed in which intervention, to maximise scholar attainment. Senior leaders each have a Year 11 scholar to mentor, whereby they meet to offer pastoral and academic support. **Supporting Evidence** [EEF evidence on small scale interventions (2023)](#)	

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

Budgeted cost: Approximately 10% of PP funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement	Attendance to school is an incredibly important barrier to learning especially for disadvantaged scholars. To tackle low attendance to the academy we have increased the size of our attendance team. This gives the academy more capacity to improve attendance through a multi-level approach. We have used evidence from the EEF around improving attendance. They found "There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance" (EEF, 2022) We have a graduated response to low attendance, starting with tutor phone calls to parents/guardians to make them aware of their child's low attendance to school and support through the communication with pastoral year leaders, senior leaders and the attendance team. We believe constant communication with parents is crucial to improving attendance.	4

	The Attendance team completes first day phone calls / text messages for all scholars absent from the Academy ensuring that home visits are completed for those who are deemed additionally vulnerable.	
	Attendance continues to be a key focus for within professionals' meetings – TAF, CIN and CP alongside being a topic of discussion when parents meet with key pastoral staff and part of pupil progress meetings in Primary.	
	A robust system of parental letters has been developed to ensure understanding of the important of good attendance.	
	The Academy works closely with Sheffield City Council (SCC) social work qualified, MAST and early help to ensure that complex cases are well supported and encouraged to attend.	
	Attendance figures both at group level and individual cases are monitored daily and shared with scholars and staff weekly. Forms with the highest attendance are celebrated across the academy.	
	Training is provided for form tutors, attendance leads and attendance officers.	
	DDSL now has a key focus on attendance & safeguarding continually working to bridge any barriers to education for scholars struggling with attendance. Attendance Officers have specific year groups to ensure that scholars and their families have a key member of the attendance team co-ordinating support to remove barriers to education. Our attendance team work to reduce high mobility data by offering support to families around the importance of attendance for scholars.	
	All scholars have access to a breakfast club – some disadvantaged scholars have been targeted to ensure they attend. Scholars are also supported through the National Breakfast Programme encouraging positive routines and readiness for School.	
	We have a whole academy rewards system to ensure attendance is rewarded consistently - it is a key part of the rewards structure. Forms are celebrated for	

	high attendance, and individual scholars who achieve 100% attendance are entered into half-termly attendance draws.
	
	All classrooms have an attendance poster which is referred to in meetings and during tutor time. Banners are displayed within 'high traffic' areas of the Academy to promote positive attendance.
	
	Supporting Evidence
	    1. DfE Working Together to Improve School Attendance
	    2. EEF Rapid Attendence Improvement report	

A rigorous and clear, well implemented behaviour policy.	Routines and scholar expectations are taught and are deliberately practiced/reinforced at the start of each half term with a behaviour reset. Staff positively reinforce these simple and clear routines daily which enables the Academy to be a safe and calm environment that is conducive to maximising learning time. Behaviour onboarding/reboarding targets whole school, groups, and individual scholars to support opportunities to positively modify behaviour. This can be proactive and reactive to meet the needs facing our most vulnerable scholars and further support their family network. In Secondary as part of our personal development provision, we have continued to focus on character education for all scholars. Scholars will now have one morning meeting with form tutors in form rooms to focus specifically on character education. We want to equip scholars with the appropriate social skills to make positive behaviour choices both inside and outside of the academy. Scholars will receive character education sessions daily if they are in our reset space to teach them the importance of positive decisions and to explicitly model positively behaviours. In Primary, this is done through weekly PSHE lessons. All staff and scholars can articulate the DL (disrupting learning) system used in the classroom and all the points linked to behaviours in and around the Academy. The clear policy enables school leaders to	3

monitor that the behaviour policy is being consistently applied. This has been simplified further this year to allow for even greater understanding and clarity for both scholars, parents, and staff.

These behaviour points are monitored daily through ClassDojo and BromCom in Primary Class Charts. Parents, scholars, and staff can review both positive and negative behaviour, providing the opportunity to positively modify behaviour choices. Scholars receive positive points, called Astras. Astras are linked to the academy rewards system that is being further refined over time with the help of scholar and staff voice.

All staff understand the context of the Academy, the community we work closely with and are aware of scholars SEN/PP/EAL. This allows staff to use identified and tailored strategies to support key scholars.

Parental conversations begin by analysing the conduct of scholars to support the positive modification of their behaviour moving forwards. All scholars returning to the Academy following a suspension must have a re-integration meeting. This is a chance for key staff, parents, and the scholar to meet with the shared aim of discussing conduct. During these meetings, the suspension is reviewed with scholars and parents and next steps (provisions) discussed, to ensure all key stakeholders are aware of the support for the scholars and families. The Academy's behaviour expectations are again explained. All scholars in the Academy are also presented with Academy's expectations at the start of every half term during the behaviour reset morning, as well as during focus assemblies throughout the academic year.

Astrea Academy Sheffield encourage scholars to reflect on wrong choices/behaviours. This takes place when a scholar is in a reintegration meeting, detention, removed from a lesson, when in the Reset Space (RS) or during conversations with key staff.

Any scholars who use racist, homophobic, and sexist language must attend a discriminatory language workshop. Staff leading these workshops educate scholars on the impact of using discriminatory on their victims and the possible implications of using such language in the community and in the

	workplace. Scholar's parents are informed that their child will attend this workshop via a letter. **Supporting Evidence:** 1. [EEF Improving behaviour in schools](#) – Guidance report 2. [DfE Behaviour and discipline in schools](#) – A guide for Head teachers and school staff	

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 scholars in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
For all scholars, irrespective of background, to have the same opportunities to thrive in a school which offers an engaging and rich curriculum of academic disciplines and enriching activities.	• Ensure scholars have access to a broad and balanced electives offer. • Ensure scholars have access to trips, extra-curricular activities, and enriching experiences. • Ensure the curriculum is knowledge rich and evidenced informed to lead to scholar success.	• This academic year we have continued to champion Astrea Promise in Primary electives in Secondary that promote cultural capital to our scholars. Electives have covered a wide range of topics and subjects including sports, science, debate, music and more. There has been a continued focus on delivering electives that promote group work, independent thinking and problem solving to equip our scholars with the transferable skills needed to succeed both in education and as part of the workforce. We are committed as an academy to ensure scholars are experiencing supra curricular activities and subjects to expand their horizons and support their educational and professional success. • Throughout the year we have expanded our extracurricular offer to scholars to ensure clubs cover a wide range of areas. Sports such as football, badminton, netball and rugby have been offered alongside academic and clubs that promote critical thinking such as drama, creative writing, maths masterclass and chess club. In Primary, extra curriculum clubs in sports such as football, running, netball have been offered alongside academic and life skill clubs such as reading, creative writing, cooking, gardening clubs. This wider offer of extracurricular clubs gives scholars more choice to diversify their skills.

- Extracurricular clubs and enriching experiences have been heavily promoted on social media throughout the year to ensure scholars and families are aware of the offer and benefits of joining extra - curricular clubs.

There have been many enriching experiences for scholars throughout the year focussed on higher education, employability and careers.

- We have worked with the Brilliant Club scholars programme this year, a prestigious course aimed at equipping scholars with the necessary skills and attributes to succeed in higher education. A cohort of twelve year 10 scholars were chosen for the programme, of which the majority of scholars must be classified as pupil premium to be entered onto the program. As part of the scholars program they studied psychology at university level and wrote an assignment marked using university grading. All scholars completed the programme and were able to graduate at the University of Sheffield, all becoming alumni of the Brilliant Club scholars programme. Evidence from the Brilliant Club impact report suggests that scholars who complete the scholars programme in Y10 are twice as likely to achieve a grade 9-5 in Maths and English at GCSE. They have also consistently found evidence that participating in the Brilliant Club and applying to a competitive university are positively correlated.

- Year 9 scholars participated in the better learner's better worker's programme throughout the academic year to learn valuable skills related to employability and teamwork. There were several workshops they attended, places of industry and lectures from various leaders in different fields of employment. The BLBW impact report shows that participating in the programme leads to improved communication, resilience and teamwork.

- All year 7 scholars were taken on a day trip to Newcastle University to ensure that our

		youngest scholars both experience University life and understand their pathway to university as soon as they begin with us. It is vitally important that our scholars are aware of their pathway to a competitive university and how to secure this throughout their time with us as AAS.
		• Year 5 scholars were taken on a day trip to Whitby to promote cultural capital and build on their knowledge of Geography and English skills when studying Bram Stoker's Dracula.
		• To promote cultural capital there have been several trips and enriching experiences throughout the academic year for scholars to participate in. These include but are not limited to, theatre trips, university trips and residentials, overseas residentials, and conferences. These experiences allow our scholars to have a better understanding of the world outside of the classroom, which is vitally important for their educational and personal growth.
		• All Y12 scholars took part in the Elephant group, a strategic programme aimed at increasing the numbers of scholars who are accepted to highly selective universities. The programme has been successful in expanding access to top universities particularly for FSM scholars. Sources: Brilliant club attainment impact Brilliant Club Impact report Better Learners Better Workers Impact report Elephant Group Impact report.
For teachers to be able to teach and for learners to be able to learn. Through a focus on emotional wellbeing &	• Ensure classrooms are disruption free so that every teacher can teach and every scholar can learn.	• In Primary, morning check-ins have been introduced for whole class and identified scholars have regular check ins timetabled throughout the day with a trusted adult. • This academic year we as an academy have focussed heavily on character education to

kindness; clear expectations around positive behaviour choices and a robust and fair system in place to manage negative behaviour choices.	• To ensure that fair and robust systems are in place that every scholar, member of staff and key stakeholder is aware of. • To ensure the school continues to take a 'warm-strict' approach so that every scholar can make positive behaviour choices.	improve positive behaviour choices amongst scholars and equip them with the tools for academic and personal success. • Scholars have had specific and bespoke character education sessions delivered in morning meeting. These sessions are linked with our five core academy values to ensure that scholars are educated in making positive choices whilst also gaining a deeper understanding of the academy values. • Character education was introduced to the reset space. In response to high numbers of scholars and the same scholars in the reset space frequently, character education has been introduced to RS and delivered by the AYL's to ensure the scholars are making more positive choices around their behaviour moving forward. • The academy introduced a Fortnightly focus linked to our five core values. These foci tie in with a morning address during breaktime line up. Each break time a member of SLT addressed the scholars with a short speech or story linked to one of our core values (this might be about tenacity and overcoming adversity). This has brought more of a purpose to morning line up with the aim of improving belonging of scholars to the academy. • Acting on scholar voice throughout the year the rewards system for scholar behaviour was amended to ensure that rewards were more meaningful, and a tiered approach was adopted to create a system with more parity. • In both Primary and Secondary, to ensure staff exhibited high expectations for scholars we practiced a range of methods to ensure there was unity amongst staff with how procedures were implemented and delivered. As a staff body we practiced: • Entry routines to classrooms. • Exit routines from classrooms. • Restorative conversations. • Praise and positive phone calls.

The aim with these deliberate practice sessions was to build confidence in staff members to hold their expectations high, whilst also ensuring 'warm strictness' is the default when dealing with any negative behaviour around the academy.

To support our scholars who may have exhibited challenging behaviours at times, we continued to offer an array of supportive interventions in place. *This list is not exhaustive...*

- Playtime allocated to join play leaders and participate in planned structured games overseen by SLT.
- Weekly adventure expedition led by the year 7 PYL aimed at teaching scholars about teamwork and building character.
- Unravel and Caritas in weekly to support with SEMH interventions.
- Think for the future
- Daily character education sessions in the reset space
- SLT timetabled in reset space every period
- Literacy and Numeracy targeted support
- Homework and SPARX maths/reader after-school support clubs
- Start the morning provision
- Scholar Boutique to support with uniform and equipment distribution.
- SEND support from inclusion team top support scholars in making positive behaviour choices.

- As part of a drive on staff wellbeing termly surveys were sent out to staff to collect data on the general wellbeing of staff. Throughout the year positive scholar behaviour in classrooms was routinely expressed as a very positive aspect of staff wellbeing.
- Scholar voice was captured around rewards and how these could be improved to ensure parity for scholars. This led to a rethinking of the rewards system during the academic year to ensure rewards were more appropriate for scholars.

- The academy hosted coffee mornings throughout the year for the community to communicate key information around the culture of the school and expectations around behaviour and attitudes of the scholars.

		• The academy has worked further with the community on the community action group whereby members of the community have given their feedback on different aspects of the academy.
For reading ages of disadvantaged scholars to be in line with their non-disadvantaged peers, through them making rapid and accelerated progress.	• To ensure pupil premium scholars are making accelerated reading progress throughout the year. • To ensure the disadvantaged reading gap is narrowed. • To ensure Sparx reader engagement and completion continually increases. • To ensure Astrea Reads is fully implemented and quality assured to allow for maximised reading time.	• In Year 7 scholars made reading age progress of approximately **one year** as measured by the NGRT at the beginning and the end of the year. Year 7 saw their reading age increase from 11 years 2 months to 12 years 2 months in one academic year. PP scholars in Year 7 made the same reading age progress as non-PP scholars in the academic year. • In Year 8 scholars made reading age progress of approximately **11 months** from 12 years 0 months at the beginning of the year to 12 years 11 months at the end of the year. PP scholars made accelerated progress of 5 months as measured against non-PP scholars from NGRT 2 in the spring term to NGRT 3 in the summer term. • Sparx reader completion rates increased throughout the academic year, consistently improving each half term as seen with the positive trend line in **figure 2.** As an academy we have championed the completion rates of Sparx reader by ensuring there is dedicated time in the academy week given to the completion of sparx reader, leaderboards published to key stakeholders to encourage competition, and rewards for scholars consistently completing sparx reader to 100%. • This academic year **34 scholars** have graduated the fresh start programme. This is a **26% increase** of graduates from the previous academic year. Of the 34 scholars who graduated, **59%** were pupil premium scholars. We were able to expand the access to the fresh start programme leading to more scholars completing the programme. • To champion reading in the school each scholar participated in a reading session each

		day led by the form tutor. We ensured that CPD was delivered to all scholar facing staff to ensure reading sessions were led expertly by teachers to maximise reading time, comprehension and vocabulary building. • Word of the week was promoted throughout the academic year to embed tier 2 vocabulary consistently throughout the academy. Each day scholars were excited to read the word of the week and definition out loud in morning meeting to promote oracy and the learning of new vocabulary. • There was a specific coffee morning for the community based on Sparx reader expectations and the impact of regular reading on scholar attainment.
Alignment of attendance of disadvantaged scholars and non-disadvantaged scholars.	• To ensure pupil premium attendance is in line with national average. • To close the gap between Pupil premium and non-pupil premium attendance.	• Average pupil premium attendance was at **87.2%** at the end of the academic year. • Average pupil premium attendance at Astrea Academy Sheffield in the previous academic year was **86.2%**, so we have seen an increase in pupil premium attendance by **1%** this academic year. There were a number of strategies throughout the year to promote high attendance, these included (but were not limited to): • Attendance strategies communicated with all staff during INSET days to stress the importance of high attendance and roles of each member of staff in maintaining high attendance. • Attendance posters in every classroom and throughout the building giving sharing key data about the impact of attendance on learning. • Attendance leagues in each year group to promote competition and rewards for top attending forms/individual scholars. • Dedicated attendance officers responsible for year groups to increase staff capacity to support with high attendance. • The expansion of the office team in Primary has ensured that the attendance officer can

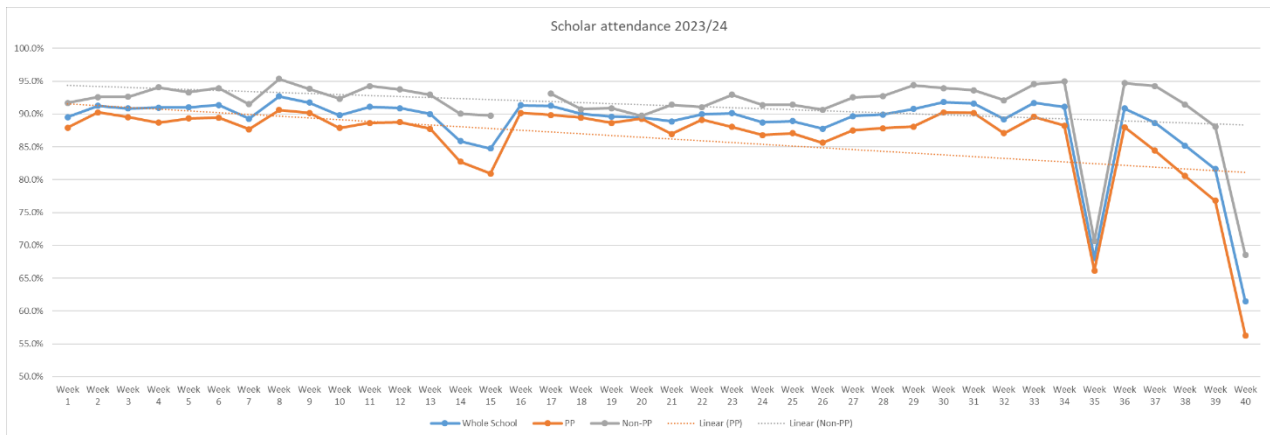|		
		work alongside the attendance champion, undertake daily home visits and meet with parents more regularly regarding attendance. • Scholar attendance focus during scholar reboarding at the beginning of each half term. • Attendance reports shared with parents/guardians to communicate attendance figures. • Specific rewards linked to attendance to promote high attendance. • Attendance badges worn by high attending scholars to promote attendance throughout the academy. • A graduated response to low attendance starting with form tutor communication with home which escalated if attendance remained poor.
Narrowing of disadvantaged gap in GCSE results.	• Ensure the attainment gap between PP and non-PP scholars is narrowed.	• Progress 8 for pupil premium scholars in 2023/24 was –0.1. • The attainment gap between PP and non-PP scholars was 0.34 with non-PP scholars outperforming PP scholars.

Externally provided programmes

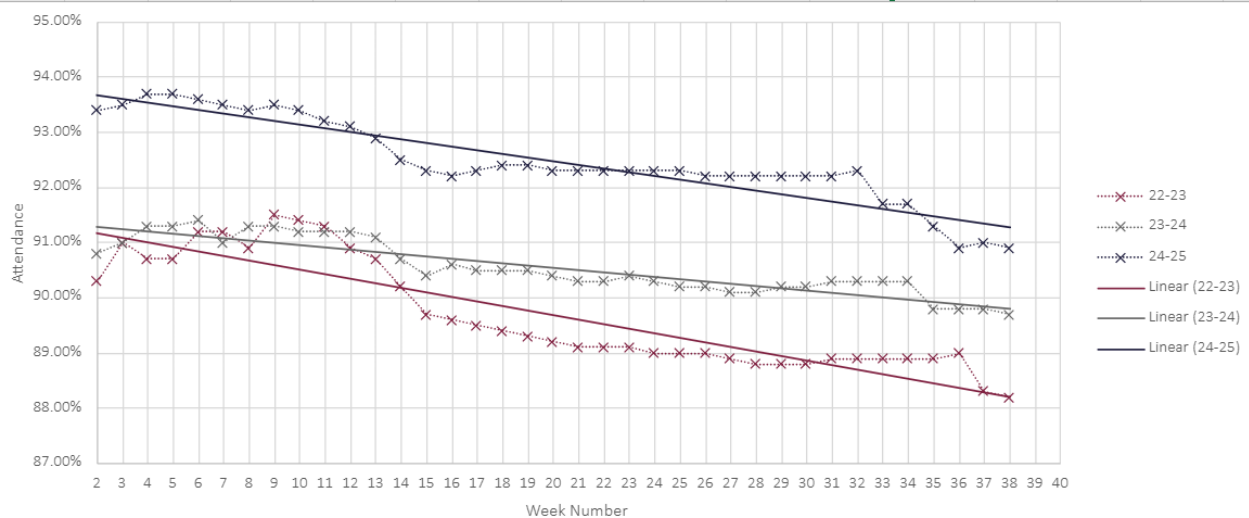| Programme	Provider
Read Write Inc Phonics	Ruth Muskin
Fresh Start	Ruth Miskin
Teach like a Champion	Jossey-Bass
Externally provided "Electives" sessions	Various providers
Resilience & Behaviour Mentoring	Think for the Future
Brigantia	Progressions Team
Unravel (emotional wellbeing intervention)	Safe Task Force
National School Breakfast Programme	Family Action (Building Stronger Families)
Counselling and 1-1 emotional wellbeing support (3 days)	CARITAS
Healthy Minds	CAMHS
LINGO (Speech and Language intervention programme)	Wendy Lee, Charlie

Sparx/Sparx Reader	Sparx
Scholar's Programme	Brilliant Club
Steplab Coaching and CPD	Steplab
Meta Method programme	Meta Method
Golddiggers	Golddigger Trust
Think for the future	Think for the future LTD
Incredible Years, Fear-less, Triple P	Sheffield Parenting Hub
Launch Pad	Launch Pad for Literacy
Fifty Things to do Before you are Five, Story workshops, Family K'nex workshops, Sew Me a Story, Art workshop	FACES (Family Adult Community Education Services)
Woodwork workshops – Birdboxes, garden planters, stools	Brightbox

Appendix 1

PP Attendance 23/24

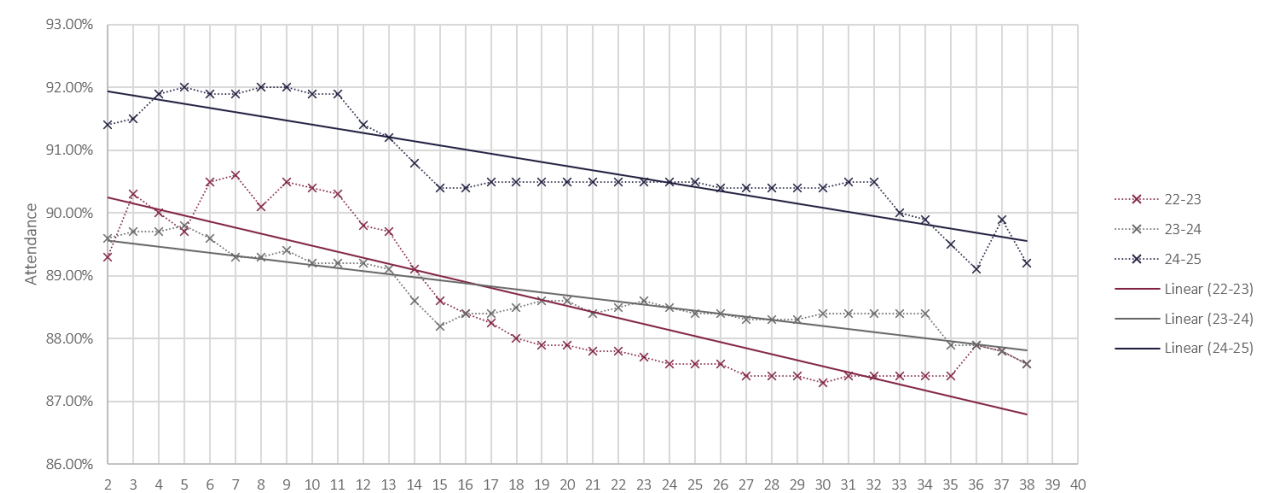Overall Attendance – Year on Year

PP Attendance – Year on Year

Figure 1:

Figure 2:

Sparx Reader Completion Rates 2024/25

Sparx Maths Completion Rates 2024/25

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