

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Astrea Academy Woodfields
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	380 (50.4%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	David Scales
Pupil premium lead	Alistair Hartley
Governor / Trustee lead	Tomas Thurogood-Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,775
Recovery premium funding allocation this academic year	£101,292
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	£479,067

Part A: Pupil premium strategy plan

Statement of intent

Astrea Academy Woodfields is a secondary school in Doncaster, with approximately 51% of students being in receipt of the Pupil Premium. Our vision is to become a centre of excellence where all students are supported and challenged to achieve their full potential and to develop as well-rounded individuals who have a love of learning and become confident and responsible members of 21st Century Britain. Our commitment towards this vision can be seen through our three values: Scholarship, Curiosity and Tenacity.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims and student aspirations. It also supports the provision of a curriculum that delivers a positive educational experience to ensure all members of the school community can take advantage of both learning, and wider experiences to make good progress and prepare them for the next stage of their life.

Challenges

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

Challenge number	Detail of challenge
1	Attendance to school
2	Academic success
3	Behaviour in school
4	Literacy and numeracy skills particularly reading and vocabulary
5	Parental support and engagement

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
High Quality Teaching	

To develop high quality curriculum across the Academy by investing in recruitment, ITT/ECT, bookletisation and teacher CPD to ensure that the Progress disadvantaged scholars make is in line with non-disadvantaged scholars locally and nationally.	P8 score of disadvantaged scholars is close to or increasing rapidly towards non-disadvantaged scholars.
To develop high quality teaching across the Academy by investing in recruitment, ITT/ECT, CPD, bookletisation, resources and support to ensure that the Attainment disadvantaged scholars make is in line with non-disadvantaged scholars locally and nationally.	A8 score and Basics attainment measures of disadvantaged scholars is close to or increasing rapidly towards non-disadvantaged scholars.
To embed a behaviour strategy of core routines across all aspects of the Academy that ensure the behaviour of disadvantaged scholars is improved.	%Fixed Term Suspensions is reduced for disadvantaged scholars so there is no gap between disadvantaged and non-disadvantaged scholars.
Targeted Academic Support	
<p>To deliver a suite of targeted interventions to meet the specific needs of disadvantaged scholars:</p> <ul style="list-style-type: none"> - Fresh Start Literacy Programme - Corrective Maths Programme - ESOL Programme - Bridge Programme - Emotional Literacy Programme - Steps to Success Programme 	All programmes have a higher than proportionate number of disadvantaged scholars enrolled. Scholars are subsequently able to access the curriculum with their peers and follow the Academy behaviour policy.
Wider Strategies	
Employment of additional staff to work with families and provide transport to improve attendance to the Academy. Targeting specific vulnerable scholars for specific support.	Attendance of disadvantaged scholars is close to or increasing rapidly towards non-disadvantaged scholars.
To teach reading explicitly on a daily basis through the Astrea Reads programme, aiming for all scholars to read 10,000 words per day.	All disadvantaged scholars are explicitly taught to read and read often.
To ensure disadvantaged scholars use Sparx Maths and Sparx Reader to complete weekly Maths and English homework.	All disadvantaged scholars complete Maths homework on a weekly basis.
To provide breakfast club for disadvantaged scholars.	All disadvantaged scholars are able to access a breakfast meal provision.

To provide uniform and equipment for all disadvantaged scholars.	All disadvantaged scholars are able to present themselves in the Academy in line with their peers.
To provide a suite of 'Lunchtime Electives' for all scholars including disadvantaged scholars to improve engagement in school life.	All disadvantaged scholars are able to access a range of extra-curricular activities including sports both indoor and outdoor.
To provide afterschool sports clubs for all scholars including disadvantaged scholars.	Disadvantaged scholars attend after-school sports clubs lessons at the same proportion as non-disadvantaged.
To provide P6 GCSE intervention lessons across all subjects for all Y11 scholars including disadvantaged scholars.	Disadvantaged scholars attend P7 lessons at the same proportion as non-disadvantaged.
To provide additional opportunities for disadvantaged scholars to take part in clubs and/or trips.	To enable disadvantaged scholars to experience
To ensure all disadvantage scholars have appropriate careers guidance and make appropriate Post 16 choices.	No disadvantage scholar become NEET.

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

Budgeted cost: £75,519

- Teach Like a Champion Field Guide £900
- TLAC Deliberate Practice CPD Directed Time £16,385
- TLR for ECT Coordinator £3,214
- ECT Teacher development / cost of cover £1000
- CPD behaviour policy £2,700
- Behaviour Manager Staffing Role £31,000
- TLR Academic Year Leaders £20,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>High Quality Teaching: Developing high-quality teaching, assessment...</p> <p>Teach Like a Champion Strategies carefully chosen and embedded as pedagogy across the Academy. This is at a strategic and reactive level.</p>	<p>Teach Like a Champion: The Effect on Scholar Achievement, Behavior, and Educator Perceptions.</p> <p>Reed, Tjuana O. Trevecca Nazarene University ProQuest Dissertations Publishing, 2020</p> <p>https://ecommons.luc.edu/cgi/viewcontent.cgi?article=5011&context=luc_theses</p> <p>https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3696</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	2
<p>High Quality Teaching: Developing high-quality teaching, assessment...</p> <p>Deliberate Practice is on a weekly basis to practice one specific strategy with all teachers.</p>	<p>Most effective way of raising progress and attainment is through Wave 1 teaching.</p> <p>In line with the research in Quality First Teaching, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	2
<p>High Quality Teaching: Developing high-quality teaching, assessment... / Supporting the recruitment and retention of teaching staff</p> <p>ECT's are intensively supported in embedding clear classroom routines. Mentor meetings are all calendared into staff timetables.</p>	<p>https://www.tandfonline.com/doi/full/10.1080/0309877X.2021.1985981</p> <p>https://www.ambition.org.uk/blog/ten-things-we-learned-early-career-teachers/#:~:text=More%20support%20for%20early%20career,are%20on%20a%20learning%20curve.</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements... There is particularly good evidence around the potential impact of teacher professional development</p> <p>https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</p>	2

<p>High Quality Teaching: Professional development to support the implementation of evidence-based approaches / Developing high-quality teaching, assessment...</p> <p>All teachers and staff clearly understand the behaviour policy, language used and common approach. Deliberate Practice is used to ensure knowledge and consistency.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>The EEF Improving Behaviour in Schools guidance states that <i>‘There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.’</i></p>	3
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Targeted academic support

Budgeted cost: £221,586

- Fresh Start Literacy Programme Costs £3400
- Fresh Start Literacy Coordinator Salaries £50,978
- Reading Books for Whole School Reading Programme £16,000
- Teacher Directed Time for Reading x 50.4% disadvantaged £9000
- TLR for Literacy Coordinator £4,064
- Corrective Maths Resources £870
- Corrective Maths Staffing £38,128
- Corrective Maths Teacher CPD / Cover £2000
- ESOL Programme Coordination £32,349
- Specialist EAL Programme Coordination £53,429
- Emotional Literacy Staffing / Resources £5684
- Steps to Success Staffing / Resources £5684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Targeted interventions to support language development, literacy...</p> <p>Scholars identified as having a reading age</p>	<p>https://www.ruthmiskin.com/ofsted-reports/case-studies/secondaryandsendschools/</p> <p>Reading intervention is in line with EEF Guidance: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	4

below their biological age take part in the Fresh Start Reading Programme. Approx 41 learners (90% disadvantaged)		
Targeted Academic Support: Targeted interventions to support language development, literacy... All scholars are taught how to read and read daily at the end of the school day using class sets of books. All learners (50.4% disadvantaged)	<p>The prioritisation of Reading is in line with EEF Guidance: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research shows that reading capability is a predictor for later life eg: https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy#:~:text=The%20EEF's%20science%20literature%20review,English%20as%20an%20Additional%20Language.</p>	4
Targeted Academic Support: Targeted interventions to support language development, literacy and numeracy Scholars that arrive at the Academy that are 'New to England' and have no / little comprehension of the English language begin at the Academy undertaking an ESOL and Fresh Start curriculum, with a Fresh Start trained HLTA. Approx 15 - 20 learners (30-60% disadvantaged)	<p>The EEF acknowledge that EAL pupils may require intervention to lead to later success when they state; 'EAL pupils who start school at age 5 generally catch up by age 16, those who arrive at school later on are more likely to need additional support' EEF Blog: What do we know about the attainment of EAL pupils -... EEF (educationendowmentfoundation.org.uk)</p>	4
Targeted / Wider support: Supporting pupils' social, emotional and behavioural needs Scholars having difficulties in integrating into normal academy routines undertake a	<p>In school data demonstrates a significant improvement in attendance and reduction in Fixed Term Suspensions.</p> <p>The EEF guidance report states that mis-behaviour can have a 'lasting impact on the outcomes of the pupils in the class' and goes to states that 'There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.'</p>	3

time limited intervention to teach the behaviour curriculum and re-integrate. Approx 19 learners (100% disadvantaged)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
Targeted Academic support: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Scholars having difficulties with managing emotions undertake a time limited programme to help to understand and manage emotions, set and achieve positive goals, feel and show empathy for others and maintain positive relationships. Approx 25 scholars (88% disadvantaged)	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	3
Scholars having difficulties with a range of issues impacting on academic success have access to a programme to help set goals and re-engage positively with their studies. Approx 18 scholars (83% disadvantaged)		3
Targeted Academic support: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Y11 scholars identified as finding engaging with revision difficult have access to programme of goal	This approach is in line the EEF blog: https://educationendowmentfoundation.org.uk/news/eeef-guest-blog-building-study-habits-and-revision-routines	2

setting and success. Approx 10 scholars (70% disadvantaged)		
Targeted / Wider support: Supporting pupils' social, emotional and behavioural needs / Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Additional pastoral capacity ensuring disadvantage students are able to receive the required support and required behaviour interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The EEF guidance report states that mis-behaviour can have a 'lasting impact on the outcomes of the pupils in the class' and goes to states that 'There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2

Wider strategies

Budgeted cost: £181,962

- Educational Welfare Officer £38000
- Assistant Educational Welfare Officer £26000
- Academy Minibus and staffing (contribution) £61,662
- Sparx Maths Subscription £ 3500
- Breakfast Club Food £2000
- Breakfast Club Staffing £12,000
- Additional Loan Uniform £2000
- Teacher Directed Time for Lunchtime Electives £15,800
- P6 Teacher Directed Time for intervention £10000
- Disadvantaged Clubs / Trip budget £ 5000
- Careers Support £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Strategies: Supporting attendance 2 x EWO's manage the attendance of all scholars, specifically disadvantaged	Dfe statistics explore the link between attendance and outcomes: https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	1 & 5

<p>scholars. Carrying out home visits and working to improve attendance of disadvantaged scholars.</p> <p>Minibus purchase and staffing to support targeted morning collections and community work to build positive parental relationships.</p>	<p>The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	
<p>Wider Strategies: Extended school time</p> <p>All scholars complete weekly homework on Sparx Maths.</p>	<p>Benefits of homework – in line with EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2 & 5
<p>Wider Strategies: Breakfast clubs and meal provision / Supporting attendance</p> <p>Disadvantaged scholars are able to access a food at the start of the Academy Day.</p>	<p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	3
<p>Wider Strategies: Supporting attendance</p> <p>Uniform is loaned or given to disadvantaged scholars ensuring that they present in line with peers.</p>	<p>Strategies to promote attendance are recommended. Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	3 & 5
<p>Wider Strategies: Extra-curricular activities</p> <p>All scholars have access to Lunchtime Electives to sign up to.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps</p>	2 & 5
<p>Wider Strategies: Extended school time</p> <p>All Y11 scholars have 3 directed timetabled intervention lessons per week to attend.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p> <p>Evidenced that extending the school times makes a positive impact on academic</p>	2

<p>Wider Strategies: Extra-curricular activities and school trips</p> <p>Disadvantaged scholars can participate in certain trips (directed by DSL).</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	3
<p>Wider Strategies: Extra-curricular activities</p> <p>All disadvantaged scholars get a 1:1 careers interview and their chosen next steps supported and tracked.</p>	<p>Strong careers information, advice and Guidance, as well as educational experiences, are also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	2

Total budgeted cost: £ 479,067

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching

- GCSE outcomes for Pupil Premium students improved significantly.

Measure	2021/22	2022/23	Difference
P8	-1.34	-0.95	+0.39
A8	23.32	28.57	+5.25
4EM+	16.4%	36.8%	+20.4%
5EM+	8.2%	21.1%	+12.9%

- Attendance remains a focus within the pupil premium strategy for the 2023-24 academic year – with a need to narrow the gap between disadvantaged pupils and their peers.
- ECT teachers have an enhanced programme through CPD from Educational Development Trust, Barnsley/South Yorkshire Teaching Hub and an in-school programme.
 - *All ECT's were successful in completing their induction training.*
- Curriculum Development focuses on improved resources that enable scholars to access quality reading
 - *Reading is now fully resourced and all scholars read daily.*
- Seating Planner identifies disadvantaged scholars – teachers use effectively with Questioning strategies.
 - *All classes have a seating plan that identifies PP scholars. Teachers are now being trained to use these to annotate specific teaching needs through Lemov strategy 'Active Obs'*
- Embed key consistencies in classrooms through Astrea Core Routines
 - *Clear routines are now prevalent across all classrooms. Silence is typical across all lessons.*
- Embed feedback policy in classrooms
 - *Teachers have been trained in strategies to check for understanding, including the Astrea Means of Participation Framework. This ensures all scholars in the class are assessed regularly throughout the lesson.*

- Recruitment of highly qualified teachers a priority and staff induction focused on teaching and learning.
 - *Successful recruitment of 3 new senior leaders, 3 middle leaders/Lead Practitioners and 3 teachers. All teachers inducted into Teaching and Learning Framework.*
- To review the setting and effectiveness of home learning. Make and enact recommendations to ensure it's more effective
 - *Centralised homework setting for Maths and English through Sparx Reader.*
 - *Knowledge Organiser homework booklets link into Mastery Quiz assessments in academy. Initial assessments show that more scholars are remembering more knowledge.*

Targeted Academic Support

- Embed Period 6 after school and ensure Disadvantaged scholars are priority for attendance.
 - *P6 timetabled for Y11 and Attendance closely monitored. Disadvantaged scholars were not proportionately represented. Two rewards trips used to improve attendance to P6 for disadvantaged scholars but had minimal impact with this cohort.*
- Use of additional capacity to provide small group tuition and support in English and Maths.
 - *Y11 scholars undertake 5 tier approach to additional intervention in English and Maths to fill identified gaps.*
- Fresh Start and Maths 1-1 Programme are launched to provide scholars with catch-up sessions in core subjects.
 - *Of the 36 scholars who were identified as needing the intervention in 2021-22, 25 have graduated the course successfully. A third of the cohort made the required progress needed to access the curriculum more successfully.*
- RAG meeting identifies individual Y11 Disadvantaged scholars who are not progressing, with individual actions in place for all.
 - *Weekly RAG process enabled a centralised approach to coordinating intervention and measuring their impact. P8 score of disadvantaged scholars improved by +0.42 compared to 2022.*
- All Disadvantaged scholars have access to Teams and GCSE POD.
- CAR Programme provides data analysis opportunities for all scholars in all year groups in all subjects.
 - *CAR Process ensured a standing item of discussion regarding the Progress and Attainment of disadvantaged scholars, enabling a focus on classroom support and intervention.*

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- Introduction of Pupil Premium Passport to Success Documents

Wider Strategies

- Onsite provision – The Pyramid and NTE group for scholars who are struggling to engage with mainstream provision.
 - *Pyramid group was successful enabling three Y11 scholars to successfully leave with 16 GCSE's. Furthermore, the one Y10 scholar also passed a L2 Btec one year early.*
- Apollo Focus on Attendance through Planner. Tutor has weekly conversations regarding attendance.
 - *Whilst there was focus on Attendance through planner and Tutor calls home, attendance of disadvantaged scholars remained below their peers.*
- 2 x EWO's appointed
 - *Educational Welfare Officer had some impact with key scholars and some cohorts however attendance of disadvantaged scholars' remained low and persistent absence remained high.*
- 1 x extra Behaviour Manager appointed.
 - *Behaviour of scholars has significantly improved in lessons. However, disadvantaged scholars disproportionately affected by school sanctions for behaviour. Further work on interventions to begin 2023-24 to reduce this.*
- GRT Intervention Tutor appointed
 - *Significantly positive impact in improving attendance and reducing suspension of selected cohort of scholars.*
- Hold parents evenings, information evenings and open evenings at the academy. Follow-up survey sent to any parents who did not attend.
 - *Parents evening attendance monitored and individual cohorts*
- Y10 Move on Up Mentors to support Y7 Disadvantaged scholars.
 - *Move on Up buddies supported transition of Y7 scholars into the Academy.*
- Prioritise Disadvantaged scholars for in-school enrichment activities such as Shine events, university visits etc.
 - *Shine programme continued with university visits and York residential for disadvantaged cohort.*
- Targeted Careers Advice for all Y11.
 - *All scholars in Y11 received independent careers advice.*
- Increase proportion of Disadvantaged scholars attending extra-curricular activity.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fresh Start (Read Write Inc)	Ruth Miskin Literacy
Corrective Maths	National Institute for Direct Instruction

Further Information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- embedding and monitoring the use of TLAC strategies to reduce cognitive load for pupils
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration (e.g., The Duke of Edinburgh's Award) which focuses on building life skills such as confidence, resilience, and socialising
- wider work on reducing suspensions

In planning our new pupil premium strategy, we evaluated previous activities and have used a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage – in particular, using research from the Education Endowment Foundation. We evaluate our strategy during the three-year approach and will adjust our plan over time to secure better outcomes for pupils.