

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	711
Proportion (%) of pupil premium eligible pupils	347 (48.8%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	David Scales
Pupil premium lead	Alistair Hartley
Governor / Trustee lead	Richard Ellam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£379,390
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	£379,390

Part A: Pupil premium strategy plan

Statement of intent

Astrea Academy Woodfields is a secondary academy located in Doncaster, where approximately 49% of Pupils are eligible for Pupil Premium funding. Our core vision is to foster an environment of excellence where all Pupils are supported and challenged to realise their full potential. We are committed to shaping well-rounded individuals who are not only academically successful but also develop a lifelong love of learning and the confidence to thrive as responsible citizens in 21st-century Britain.

Our vision is underpinned by our three core values:

- **Scholarship:** Encouraging a strong work ethic, intellectual curiosity, and academic achievement.
- **Curiosity:** Nurturing a sense of wonder and exploration, both within and beyond the curriculum.
- **Tenacity:** Cultivating resilience and perseverance, empowering Pupils to overcome challenges and achieve their aspirations.

The academy's current Pupil Premium strategy is designed to address the key challenges faced by our Pupils, especially those in receipt of Pupil Premium funding. These challenges are specifically related to overcoming barriers to academic success and fulfilling the aspirations of our Pupils. By targeting these areas of need, we aim to ensure that all our pupils have equal opportunities to succeed academically, socially, and emotionally. The specific areas of need are:

- Improve Attendance
- Improve Academic Attainment
- Improve Attitude towards and Behaviour in school
- Improve Literacy and Numeracy skills particularly reading and vocabulary

In addition to addressing these challenges, the strategy also supports the provision of a curriculum that enriches every Pupil's educational experience. Our commitment extends to offering a broad range of learning and extracurricular opportunities, allowing all Pupils, regardless of background, to progress well and be well-prepared for the next phase of their life. We believe that our holistic approach will equip Pupils with the skills and mind-set needed to succeed in higher education, apprenticeships, and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance to school</p> <p>Overall Attendance Gap:</p> <ul style="list-style-type: none"> Disadvantaged pupils have 10.1% lower attendance compared to their non-disadvantaged peers. While this gap has decreased by 1.8%, it remains a significant issue that requires continued attention. <p>Persistent Absenteeism:</p> <ul style="list-style-type: none"> 15.7% of disadvantaged pupils were classified as "persistently absent" (missing 10% or more of school days), compared to 10.5% of non-disadvantaged pupils. This higher rate of persistent absenteeism suggests that a significant proportion of disadvantaged pupils face barriers to regular attendance. <p>Impact on Attainment and Progress:</p> <ul style="list-style-type: none"> Assessments and observations show a clear link between absenteeism and negative impacts on the academic performance and progress of disadvantaged pupils. The gap in attainment between disadvantaged and non-disadvantaged pupils continues to be exacerbated by attendance issues.
2	<p>Academic success</p> <p>With a similar starting point at KS2, disadvantaged pupils do not make the same progress and attain the same academic levels as non-disadvantaged pupils when they leave the academy</p> <p>Progress Gap:</p> <ul style="list-style-type: none"> Disadvantaged pupils had a progress gap of 1.19 compared to non-disadvantaged pupils in 2023/24. This indicates that disadvantaged pupils are making slower academic progress over time. This progress gap has remained persistent throughout the duration of this plan. However, attendance of pupil premium pupils to the academy accounts for the majority of this poor performance.

	<p>Attainment Gap:</p> <ul style="list-style-type: none"> Disadvantaged pupils are achieving an attainment gap of 39.3 when compared to their non-disadvantaged peers. This substantial gap indicates that disadvantaged pupils are not reaching the same academic standards as their peers by the time they leave the academy.
3	<p>Behaviour in school</p> <p>Our internal behaviour data shows that disadvantaged Pupils are subject to more Fixed Term Suspensions, a higher number of internal isolation events and issued with more detentions than non-disadvantaged pupils. This figure remains suborn year on year, with 80% of all FTS issued to Pupil Premium Pupils. For internal isolations, whilst this figure remains disproportionate, disadvantaged pupils receiving internal isolation has reduced from 70.6% of events to 66.5% over the past 12 months.</p> <p>Fixed Term Suspensions (FTS):</p> <ul style="list-style-type: none"> Disadvantaged Pupils accounted for 80% of all FTS issued, which is a significant disparity compared to non-disadvantaged pupils. This trend has remained persistent year on year, suggesting that disadvantaged pupils may be facing disciplinary issues at a higher rate than their peers, and interventions to address this have not yet yielded the desired change. <p>Internal Isolation (Reset Base) Events:</p> <ul style="list-style-type: none"> Disadvantaged pupils still make up a disproportionate share of internal isolation events. However, the figure has decreased slightly from 70.6% to 66.5% over the past 12 months. While this reduction is a positive sign, the gap remains significant, and further work is needed to address the underlying causes of internal isolation for these pupils. <p>Detentions:</p> <ul style="list-style-type: none"> Disadvantaged Pupils are also receiving more detentions than their non-disadvantaged peers. While not specified, this further points to a behavioural trend that disproportionately affects disadvantaged pupils.
4	<p>Literacy and numeracy skills particularly reading and vocabulary</p> <p>Lower Attainment in Literacy and Numeracy:</p> <ul style="list-style-type: none"> Disadvantaged pupils are entering the academy with lower literacy and numeracy levels compared to their peers. This highlights a

	<p>significant challenge in terms of initial academic support, with these pupils starting at a disadvantage in fundamental skills.</p> <ul style="list-style-type: none"> This is also evident in internal reading tests, suggesting that the challenges with literacy are widespread and affect academic performance across subjects. <p>Ongoing Interventions Showing Positive Impact:</p> <ul style="list-style-type: none"> There is evidence that interventions currently in place are closing the literacy and numeracy gaps. This suggests that the strategies being used to support disadvantaged pupils are having a positive effect, but further work is needed to ensure these improvements are sustained and accelerated.
5.	Parental Engagement of Disadvantaged Pupils

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	
<p>To develop a high-quality curriculum across the Academy, ensuring that disadvantaged Pupils (Pupils) make progress comparable to their non-disadvantaged peers, both locally and nationally.</p> <p>Actions: Invest in recruitment, Initial Teacher Training (ITT) and Early Career Teachers (ECT) programs, professional development (CPD), bookletisation, and resources.</p>	<p>The Progress 8 (P8) score for disadvantaged Pupils should closely align with or show significant improvement towards the P8 score of non-disadvantaged Pupils.</p>
<p>To ensure that the attainment of disadvantaged Pupils is on par with their non-disadvantaged peers, both in terms of overall achievement and in meeting national expectations.</p> <p>Actions: Focus on recruitment, CPD, and resources to ensure quality teaching, alongside bookletisation to support structured learning.</p>	<p>Attainment 8 (A8) scores and Basics measures for disadvantaged Pupils should closely approach or improve rapidly towards the levels of their non-disadvantaged peers.</p>
<p>To further embed the behaviour strategy across the Academy that supports the positive conduct of all Pupils, particularly disadvantaged Pupils.</p>	<p>The percentage of Fixed-Term Suspensions for disadvantaged Pupils should decrease, with no gap between</p>

Actions: Further embed core routines within the Academy to foster positive behaviour.	disadvantaged and non-disadvantaged Pupils.
Targeted Academic Support	
<p>To offer targeted interventions tailored to meet the specific needs of disadvantaged Pupils, ensuring academic success across subjects.</p> <ul style="list-style-type: none"> • Thinking Reading Literacy Programme • Corrective Maths Programme • ESOL NTE Programme • Stoic Centre Provision • Graduated response programme through tiered intervention supporting pupils with curriculum access 	Disadvantaged Pupils should have a higher-than-proportionate representation in these programmes, and they should show improved academic performance and alignment with peers, particularly in terms of behaviour and curriculum access.
Wider Strategies	
<p>To provide comprehensive support structures that address barriers outside the classroom, including attendance, wellbeing, and extracurricular opportunities.</p> <p>Actions: Employ additional staff to work with families and provide transport for disadvantaged Pupils to improve attendance.</p>	Attendance of disadvantaged Pupils should show rapid improvement towards that of non-disadvantaged Pupils
Explicit daily reading lessons, aiming for all Pupils to read 10,000 words per day.	All disadvantaged Pupils should engage with daily reading and reading activities consistently.
Ensure disadvantaged Pupils use Sparx Maths, Science and Sparx Reader to complete weekly Maths, Science and English homework	All disadvantaged Pupils should complete their Maths, Science and English homework weekly.
Offer a breakfast meal for disadvantaged Pupils.	All disadvantaged Pupils should have access to the breakfast provision, ensuring no Pupil is excluded.
Provide all disadvantaged Pupils with uniform and necessary academic equipment.	All disadvantaged Pupils should present in the Academy according to the expected uniform standards, in line with their peers.
Offer a variety of extracurricular activities, including sports, for all Pupils, including disadvantaged Pupils.	All disadvantaged Pupils should have access to extracurricular activities, with no barriers to participation.

Provide additional P6 (after-school) GCSE intervention lessons for all Y11 Pupils, including disadvantaged Pupils.	Disadvantaged Pupils should attend these intervention sessions at the same rate as non-disadvantaged Pupils
Offer additional opportunities for disadvantaged Pupils to participate in clubs, trips, and enrichment activities	Disadvantaged Pupils should have equitable access to school trips and enrichment activities
Provide comprehensive careers advice to ensure all disadvantaged Pupils make informed and appropriate Post-16 choices	No disadvantaged Pupil should become NEET (Not in Education, Employment, or Training).

Conclusion

This Pupil Premium strategy reflects our commitment to ensuring that all Pupils at Astrea Academy Woodfields, particularly those who are disadvantaged, have the support and opportunities they need to succeed academically, socially, and personally. By focusing on high-quality teaching, targeted academic support, and a wide range of strategies to remove barriers to success, we aim to close any gaps between disadvantaged and non-disadvantaged Pupils and ensure all our Pupils are well-prepared for the next phase of their educational journey.

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: £51,816

- Teach Like a Champion Field Guide £580.90
- TLAC Deliberate Practice CPD Directed Time £47,379 x 0.48 = £22,741
- TLR for ECT Coordinator £8,279 x 0.48 = £3973
- ECT Teacher development / cost of cover £1000
- CPD behaviour policy £2,700
- Behaviour Manager Staffing Role £ 32,061.30 x 0.48 = £15389
- TLR Academic Year Leaders £5,659 x 2 x 0.48 = £5432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 Pupil 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>	2

	https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf	
High Quality Teaching: Professional development to support the implementation of evidence-based approaches / Developing high-quality teaching, assessment... All teachers and staff clearly understand the behaviour policy, language used and common approach. Deliberate Practice is used to ensure knowledge and consistency.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour 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>	3

Targeted academic support

Budgeted cost: £166,863

- Thinking Reading Coordinator Salaries £65,571 x 0.9 = £59,013 (2 x Coordinators)
- Reading Books for Whole School Reading Programme £320
- Teacher Directed Time for Reading x 0.48 disadvantaged £52,368
- TLR for Literacy Coordinator £5659
- Corrective Maths Teacher CPD / Cover £2000
- ESOL Programme Coordination £25,439
- Specialist EAL Programme Coordination £22,064

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

Thinking Reading Programme. Approx 41 learners (90% disadvantaged)		
Targeted Academic Support: Targeted interventions to support language development, literacy... All Pupils are taught how to read and read daily at the end of the school day using class sets of books. All learners (49.3% 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 Pupils 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 Pupils having difficulties in integrating into normal academy routines undertake a time limited intervention to teach the behaviour curriculum	<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.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3

and re-integrate. Approx 19 learners (100% disadvantaged)		
Targeted Academic support: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Pupils 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 Pupils(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
Pupils 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 Pupils(83% disadvantaged)		3
Targeted Academic support: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Y11 Pupils identified as finding engaging with revision difficult have access to programme of goal setting and success. Approx 10 Pupils(70% disadvantaged)	This approach is in line the EEF blog: https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	2

<p>Targeted / Wider support: Supporting pupils' social, emotional and behavioural needs / Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Additional pastoral capacity ensuring disadvantage Pupils are able to receive the required support and required behaviour interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2
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Wider strategies

Budgeted cost: £160,711

- Attendance Manager Officer £39,231 x 0.48 = £18,830
- Assistant Educational Welfare Officer £26,644 x 0.48 = £12,789
- Academy Minibus and staffing (contribution) x 0.48 = £58,590 (2 x Minibus running costs plus 2 x staffing to drive)
- Sparx Maths, Science and Reader Subscription £5000 x 0.48 = £2400
- Breakfast Club Food £1100
- Breakfast Club Staffing £9,909
- Additional Loan Uniform £20,815
- Teacher Directed Time for Electives £24,570 x 0.48 = £11,794
- P6 Teacher Directed Time for intervention £13,484
- Disadvantaged Clubs / Trip budget £ 5000
- Careers Support £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies: Supporting attendance</p> <p>An Attendance Manager and EWO's manage the attendance of all Pupils, specifically disadvantaged Pu-</p>	<p>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</p> <p>The Education Endowment Foundation has researched the positive benefits of</p>	1 & 5

pils. Carrying out home visits and working to improve attendance of disadvantaged Pupils. Minibus purchase and staffing to support targeted morning collections and community work to build positive parental relationships.	improving parental engagement on learning https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	
Wider Strategies: Extended school time All Pupils complete weekly homework on Sparx Maths.	Benefits of homework – in line with EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2 & 5
Wider Strategies: Breakfast clubs and meal provision / Supporting attendance Disadvantaged Pupils are able to access a food at the start of the Academy Day.	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: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3
Wider Strategies: Supporting attendance Uniform is loaned or given to disadvantaged Pupils ensuring that they present in line with peers.	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 - 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	3 & 5
Wider Strategies: Extra-curricular activities All Pupils have access to Lunchtime Electives to sign up to.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time 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	2 & 5
Wider Strategies: Extended school time All Y11 Pupils have 3 directed timetabled intervention lessons per week to attend.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic	2

<p>Wider Strategies: Extra-curricular activities and school trips</p> <p>Disadvantaged Pupils 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 Pupils 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: £ 379,390

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

- Progress 8 measures the **progress of pupils** from Key Stage 2 to Key Stage 4, comparing their actual achievements to expected outcomes. While the 2022/23 year showed **some improvement** with a rise from -1.34 to -0.95, 2023/24 shows a **slight decline** to -1.38. The overall improvement in 2022/23 was reversed, which could indicate a temporary dip in the most recent cohort's performance.
- While still negative, a positive Progress 8 trend in 2022/23 suggests that interventions or strategies in that year may have had a more **significant impact**, but the decline in 2023/24 signals the need for **continued focus** on improving progress for PP Pupils.

Measure	2021/22	2022/23	2023/24	Difference
P8	-1.34	-0.95	-1.38	-0.43
A8	23.32	28.57	23.59	-5.02
4EM+	16.4%	36.8%	22.4%	-14.4%
5EM+	8.2%	21.1%	15.5%	-5.6%

- The **increase in attendance** from **77.6% in 2021/22** to **80.3% in 2023/24** shows a **positive trend** of **+4.3%** over three years. This suggests that efforts to improve attendance for **Pupil Premium Pupils** are having a **positive impact**.

	2021/22	2022/23	2023/24	Difference
Attendance	77.6%	76.0%	80.3%	+4.3%

- There was a slight decline in attendance between 2021/22 (77.6%) and 2022/23 (76.0%), a 1.6% drop. This could have been due to various external factors, such as changes in school policies, challenges related to COVID-19, or other social factors impacting this cohort of Pupils.
- However, it is important to note that this drop was followed by a **strong recovery** in 2023/24.

- The attendance rate of 80.3% in 2023/24 represents a **substantial improvement**, especially compared to the earlier years. This indicates that measures implemented to improve attendance (e.g., targeted interventions, increased engagement with families, or more proactive attendance monitoring) are likely having a positive effect on Pupil Premium Pupils.

Early Career Teacher (ECT) Support:

- ECT teachers have been provided with enhanced CPD through the Teach First, ensuring high-quality induction and training. All ECTs were **successful** in completing their induction training.

Curriculum Development:

- A focus on improving reading resources has allowed all Pupils to **read daily**, helping them to **access quality literacy materials** and improving literacy outcomes for disadvantaged Pupils.

Seating Planner and Questioning Strategies:

- The seating planner now **identifies Pupil Premium (PP) Pupils**, allowing teachers to **tailor their questioning strategies** to their specific needs. The 'Active Observation' strategy is being embedded to ensure that teachers can annotate and address individual needs during lessons.

Clear Routines and Classroom Consistency:

- Astrea Core Routines are now well-established across classrooms. There is an **emphasis on silence** during lessons to maintain focus and ensure **productive learning environments**.
- **Live marking** and feedback ensures teachers regularly **check for understanding** using strategies such as the Astrea Means of Participation Framework, which assesses Pupils throughout the lesson.

Recruitment of Highly Qualified Teachers:

- The academy has successfully recruited **3 new senior leaders, 3 middle leaders, and 3 teachers**, all of whom have been inducted into the school's Teaching and Learning Framework, which helps maintain high-quality teaching practices.

Homework Setting and Assessment:

- **Centralised homework** for Maths and English through Sparx Reader and Knowledge Organiser homework booklets link to Mastery Quiz assessments, showing initial improvements in knowledge retention among Pupils.

Targeted Academic Support:

Period 6 After-School Program:

- Period 6 (P6) after-school sessions are offered, with all Pupils including Disadvantaged Pupils **prioritised for attendance**. Although rewards were used to incentivise attendance, these efforts had minimal impact on this cohort. Therefore, this is now simply part of the **normal academy day** and an additional lesson.

Small Group Tuition and Support:

- A 5-tier approach to intervention in English and Maths for Year 11 Pupils has been introduced to fill learning gaps. Additional catch-up programs **like Fresh Start** and **Maths 1-1** have helped improve progress for Pupils identified as needing extra support.

RAG Meetings for Disadvantaged Pupils:

- Weekly RAG (Red, Amber, Green) meetings have helped identify individual Year 11 Disadvantaged Pupils who **are not progressing** and put specific actions in place to support them. This has **led to an improvement in the P8 score for disadvantaged Pupils** (+0.42).

Data-Driven Interventions:

- The RAG Programme allows for weekly data analysis and ensures that Disadvantaged Pupils are a **key focus** for rapid impact interventions in terms of both progress and attainment.

Wider Strategies:

Onsite Provision for Struggling Pupils:

- The Pyramid Group and NTE Group, which is now the Stoic Centre and Step Out provide **alternative provisions** for Pupils struggling to engage with mainstream education. Notably, **six Year 11 Pupils achieved 16 GCSEs** through this program.

Apollo Focus on Attendance:

- Attendance strategies, including weekly tutor calls and conversations about attendance, are in place, but attendance of disadvantaged Pupils remains below that of their peers.

Educational Welfare Officers (EWOs):

- Two Educational Welfare Officers were **appointed to improve attendance**, with some success in targeted cohorts, but persistent absence remained an issue.

Behaviour Management:

- The appointment of an additional Behaviour Manager / Reset Base lead led to **improvements in Pupil behaviour across lessons**. However, disadvantaged

Pupils are **still disproportionately affected by school sanctions**, and further interventions will be rolled out in 2024-25..

Careers Advice and Guidance:

- Every Year 11 Pupil received independent careers advice, ensuring they had support with future pathways.

Key Challenges:

Attendance and Engagement: Despite targeted efforts, the attendance of disadvantaged Pupils remains below that of their peers. Further interventions are necessary to improve attendance rates.

Behavioural Sanctions: Although there have been improvements in behaviour, disadvantaged Pupils are still disproportionately affected by sanctions, and additional strategies need to be developed to address this.

Conclusion:

The school has implemented a comprehensive and multi-faceted strategy for supporting Pupil Premium Pupils, with notable successes in Academic support, Attendance, Behaviour management, and Enrichment activities. However, challenges remain in improving academic outcomes, attendance and reducing the disproportionate impact of behaviour sanctions on disadvantaged Pupils. Moving forward, the academy will need to continue refining its approaches to further close gaps in achievement and engagement.

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.