# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

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| Detail | Data |
| School name | Astrea Academy Woodfields |
| Number of pupils in school | 730 |
| Proportion (%) of pupil premium eligible pupils | 359 (49.2%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Julie Atkins |
| Pupil premium lead | Alistair Hartley |
| Governor / Trustee lead | Tomas Thurogood-Hyde |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £350,660 |
| Recovery premium funding allocation this academic year | £98,256 |
| 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 | £448,916 |

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

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| 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.

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| Intended outcome | Success criteria |
| High Quality Teaching | |
| To develop high quality teaching and curriculum across the Academy by investing in teacher training and support to ensure that the Progress disadvantaged students make is in line with non-disadvantaged students locally and nationally. | P8 score of disadvantaged students is close to or increasing rapidly towards non-disadvantaged students. |
| To develop high quality teaching across the Academy by investing in teacher training and support to ensure that the Attainment disadvantaged students make is in line with non-disadvantaged students locally and nationally. | A8 score and Basics attainment measures of disadvantaged students is close to or increasing rapidly towards non-disadvantaged students. |
| To embed a behaviour strategy of core routines across all aspects of the Academy that ensure the behaviour of disadvantaged students is improved. | %FTS is reduced for disadvantaged students so there is no gap between disadvantaged and non-disadvantaged students. |
| Targeted Academic Support | |
| To deliver a suite of targeted interventions to meet the specific needs of disadvantaged students:   * Fresh Start Literacy Programme * Dyslexia Gold Programme * Corrective Maths Programme * ESOL Programme * Specialist EAL Programme * Emotional Literacy Programme * Steps to Success Programme * Exams Stress Management | All programmes have an average of 90% proportion of disadvantaged students enrolled. Students are subsequently able to access the curriculum and follow the Academy behaviour policy. |
| Wider Strategies | |
| The Attendance of disadvantaged students is in line with non-disadvantaged students locally and nationally. | Attendance of disadvantaged students is close to or increasing rapidly towards non-disadvantaged students. |
| To teach reading explicitly on a daily basis to all students including disadvantaged students. | All disadvantaged students a explicitly taught to read and read often. |
| To ensure disadvantaged students use Sparx Maths to complete weekly Maths homework. | All disadvantaged students complete Maths homework on a weekly basis. |
| To provide breakfast club for disadvantaged students. | All disadvantaged students are able to access a breakfast meal provision. |
| To provide uniform for disadvantaged students where required. | All disadvantaged students are able to present themselves in the Academy in line with their peers. |
| To provide a suite of ‘Lunchtime Electives’ for disadvantaged students to improve engagement in school life. | All disadvantaged students are able to access a range of extra-curricular activities including sports both indoor and outdoor. |
| To provide afterschool sports clubs for all students including disadvantaged students. | Disadvantage students attend after-school sports clubs lessons at the same proportion as non-disadvantaged. |
| To provide P7 GCSE intervention lessons across all subjects for all Y11 students including disadvantaged students. | Disadvantage students attend P7 lessons at the same proportion as non-disadvantaged. |
| To provide additional opportunities for disadvantaged students to take part in clubs and/or trips. | To enable disadvantaged students to experience |
| To ensure all disadvantage students have appropriate careers guidance and make appropriate Post 16 choices. | No disadvantage student 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 (for example, CPD, recruitment and retention)

Budgeted cost: £90160

* Teach Like a Champion Textbooks £900
* TLAC Deliberate Practice CPD Directed Time £9500
* Teacher Visualiser Stands £1600
* TLR for ECT Coordinator £4000
* ECT Teacher development / cost of cover £1600
* CPD behaviour policy £15,600
* Behaviour signage / resources / furniture £9000
* Behaviour Manager Staffing Role £47960

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teach Like a Champion Strategies carefully chosen and embedded a consistently pedagogy across the Academy. | Teach Like a Champion: The Effect on Student Achievement, Behavior, and Educator Perceptions. [Reed, Tjuana O](https://www.proquest.com/indexinglinkhandler/sng/author/Reed,+Tjuana+O/$N;jsessionid=8CEB0E59F50B7265B2F0374E30446C18.i-06c4f3ce3ece59ab4).   Trevecca Nazarene University ProQuest Dissertations Publishing, 2020  <https://ecommons.luc.edu/cgi/viewcontent.cgi?article=5011&context=luc_theses>  <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3696> | 2 |
| Time is on a weekly basis to practice one specific strategy with all teachers. | Most effective way of raising progress and attainment is through Wave 1 teaching | 2 |
| All classrooms have visualisers and stands to support embedding TLAC strategies. | Most effective way of raising progress and attainment is through Wave 1 teaching | 2 |
| ECT’s are intensively supported in embedding clear classroom routines. | <https://www.tandfonline.com/doi/full/10.1080/0309877X.2021.1985981>  <https://www.ambition.org.uk/blog/ten-things-we-learned-early-career-teachers/#:~:text=More%20support%20for%20early%20career,are%20on%20a%20learning%20curve>. | 2 |
| All teachers and staff clearly understand the behaviour policy, language used and common approach. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 3 |
| Consistent approach to behaviour signage, corridor lines, hi-vis vests and reset room / furniture. | Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +5 months Collaborative learning | 3 |

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

Budgeted cost: £174,400

* Fresh Start Literacy Programme Costs £4800
* Fresh Start Literacy Coordinator Salary £40000
* Reading Books for Whole School Reading Programme £4000
* TLR for Literacy Coordinator £5000
* Dyslexia Gold Programme Subscription £1000
* Dyslexia Gold Staffing £17500
* Corrective Maths Resources £4000
* Corrective Maths Staffing £17800
* Corrective Maths Teacher CPD / Cover £1500
* ESOL Programme Coordinator Salary £28000
* Specialist EAL Programme Coordinator Salary £36000
* Emotional Literacy Staffing / Resources £5000
* Steps to Success Staffing / Resources £8000
* Exam Stress Management Staff £1800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Students identified as having a reading age below their biological age take part in the Fresh Start Reading Programme. Approx 22 learners (90% disadvantaged) | <https://www.ruthmiskin.com/ofsted-reports/case-studies/secondaryandsendschools/> | 4 |
| All students are taught how to read and read daily at the end of the school day using class sets of books. All learners (49.2% disadvantaged) | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy#:~:text=The%20EEF's%20science%20literature%20review,English%20as%20an%20Additional%20Language>. | 4 |
| Identified students complete the Dyslexia Gold programme. Approx 72 learners (90% disadvantaged) | <https://dyslexiagold.co.uk/Results#:~:text=Key%20Conclusions,and%20reading%20age%20of%20pupils>. | 4 |
| Students with low basic numeracy levels complete the Corrective Maths Course. Approx 34 learners (90% disadvantaged) | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-midland-academies-trust-connecting-maths-concepts> | 4 |
| Students that arrive at the Academy that are ‘New to England’ and have no / little comprehension of the English language begin at the Academy undertaking the ESOL curriculum. Approx 15 learners (30-60% disadvantaged) |  | 4 |
| Students having difficulties in integrating into normal academy routines undertake a time limited intervention to teach the behaviour curriculum and re-integrate. Approx 19 learners (100% disadvantaged) | In school data demonstrates a significant improvement in attendance and reduction in Fixed Term Suspensions. | 3 |
| Students having difficulties with manage 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 students (88% disadvantaged) | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning> | 3 |
| Students 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 students (83% disadvantaged) |  | 3 |
| Y11 students identified as finding engaging with revision difficult have access to programme of goal setting and success. Approx 10 students (70% disadvantaged) | <https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines> | 2 |

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

Budgeted cost: £185550

* Educational Welfare Officer £45000
* Assistant Educational Welfare Officer £26000
* Teacher Directed Time for Reading x 49.2% disadvantaged £43800
* Sparx Maths Subscription £1400
* Breakfast Club Food £15000
* Breakfast Club Staffing £4000
* Additional Loan Uniform £2500
* Teacher Directed Time for Lunchtime Electives x 49.2% disadvantaged £26700
* P7 Teacher Directed Time for intervention £15750
* Disadvantaged Clubs / Trip budget £2000
* Careers Inc Subscription x 49.2% disadvantaged £7000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 2 x EWO’s manage the attendance of all students, specifically disadvantaged students. Carrying out home visits and working to improve attendance of disadvantaged students. | <https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4> | 1 & 5 |
| All students read regularly at the end of each school day. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1 |
| All students complete weekly homework on Sparx Maths. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 2 & 5 |
| Disadvantaged students are able to access a food at the start of the Academy Day. | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast> | 3 |
| Uniform is loaned or given to disadvantaged students ensuring that they present in line with peers. |  | 3 & 5 |
| All students have access to Lunchtime Electives to sign up to. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time> | 2 & 5 |
| All Y11 students have 3 directed timetabled intervention lessons per week to attend. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time> | 2 |
| Disadvantaged students can participate in certain trips (directed by DSL). | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 3 |
| All disadvantaged students get a 1:1 careers interview and their chosen next steps supported and tracked. | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education> | 2 |

**Total budgeted cost: £ 450,110**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| **Teaching**   * 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.* * All teachers participate in Transforming Teaching project through Ambition Trust   + *Due to the focus on research-based strategies through Rosenshine and now Lemov, in addition to the quality recruitment, the quality of teaching has improved from 2019/20. This is evident from internal data.* * 5 teachers are trained as Instructional Coaches to put a coaching programme in place.   + *Instructional coaches utilised to support other teachers in meeting expected standard.* * Curriculum Development focuses on improved resources that enable students to access quality reading   + *Reading is now fully resources and all students read daily.* * Seating Planner identifies disadvantaged students – teachers use effectively with Questioning strategies.   + *All classes have a seating plan that identifies PP students. Teachers are now using these to annotate specific teaching needs.* * Embed key consistencies including learning modes in classrooms   + *Clear learning modes are now prevalent across all classrooms. Silence is typical across all lessons.* * Embed feedback policy in classrooms   + *Whole class marking framework now ensures* * 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 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 KS4 using GCSEPod.*   **Targeted Academic Support**   * Embed Period 7 after school and ensure Disadvantaged students are priority for attendance.   + *P7 timetabled for Y11 and Attendance closely monitored. Disadvantaged students were not proportionately represented. Two rewards trips used to improve attendance to P7 for disadvantaged students but had minimal impact with this cohort.* * Fresh Start and Maths 1-1 Programme are launched to provide students with catch-up sessions in core subjects.   + *Of the 36 students 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 Y10/11 Disadvantaged students 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. Unfortunately, these interventions did not have the full desire impact.* * All Disadvantaged students to be given laptops, access to Teams and GCSE POD. * CAR Programme provides data analysis opportunities for all students in all year groups in all subjects.   + *CAR Process ensured a standing item of discussion regarding the Progress and Attainment of disadvantaged students, enabling a focuss on classroom support and intervention.* * Introduction of Pupil Premium Passport to Success Documents   **Wider Strategies**   * Onsite provision – The Pyramid and NTE group for students who are struggling to engage with mainstream provision.   + *Pyramid group was successful enabling three Y11 students to successfully leave with 16 GCSE’s. Furthermore, the one Y10 student 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 students remained below their peers.* * 2 x EWO’s appointed   + *Educational Welfare Officer had some impact with key students and some cohorts however attendance of disadvantaged students' remained low and persistent absence remained high.* * 1 x extra Behaviour Manager appointed.   + *Behaviour of students has significantly improved in lessons. However, disadvantaged students disproportionately affected by school sanctions for behaviour. Further work on interventions to begin 2022-23 to reduced this.* * GRT Intervention Tutor appointed   + *Significantly positive impact in improving attendance and reducing suspension of selected cohort of students.* * 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 students.   + *Move on Up buddies supported transition of Y7 students into the Academy.* * Prioritise Disadvantaged students 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 students in Y11 received independent careers advice.* * Increase proportion of Disadvantaged students 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*

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| Programme | Provider |
| NA |  |