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| 1. **Summary information** | | | | | |
| **School** | Astrea Academy Woodfields | | | | |
| **Academic Year** | 19/20 | **Total PP budget** | £372,130 | **Date of most recent PP Review** | 7/19 |
| **Total number of pupils** | 839 | **Number of pupils eligible for PP** | 51.6% | **Date for next internal review of this strategy** | 9/20 |

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| 1. **Current attainment** | | | | | | | | |
|  | | | | Pupils eligible for PP (school) | Pupils not eligible for PP (school) | Pupils not eligible for PP (local authority) | | Pupils not eligible for PP (national average) |
| **Progress 8 score average** | | | | **-1.097** | **-0.504** | **-0.06** | | 0.13 |
| **Attainment 8 score average** | | | | **26.62** | **37.24** | **46.9** | | 52 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | |
|  | | | Inadequate teaching leading to poor progress for disadvantaged students. | | | | | |
|  | | | Low reading ages and poor ability to access curriculum as a result for disadvantaged students. | | | | | |
|  | | | Poor behaviour both in and out of the classroom for disadvantaged students. | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | |
| **D.** | | Poor attendance rates for disadvantaged students | | | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | | | Success criteria | |
|  | Disadvantaged students are put at an ‘advantage’ in the classroom leading to improved progress at KS3 and 4. | | | | | | Most teaching is good with specific interventions present for PP pupils | |
|  | Improved progress for all disadvantaged students in all year groups | | | | | | Progress closes rapidly to authority non-PP | |
|  | Improvements in behaviour for disadvantaged students | | | | | | Reduction in S3,4,5 and 6 for PP | |
|  | Improvements in attendance for disadvantaged students. | | | | | | Attendance improves in comparison to 2017/18 | |

**Pupil Premium Strategy 2019-20 at Astrea Academy Woodfields**

**Introduction**

At Astrea Academy Woodfields, we believe every adult has a duty to ensure all students are given the best possible chance of fulfilling their potential. The Pupil Premium is a government grant, allocated to schools, so that they can support disadvantaged students and work to close the attainment gap between them and their peers. This group consists of students who are in receipt of free school meals (FSM), who have been in receipt of free school meals within the last six years (FSM6), who have been looked after for one day or more, have been adopted from care on or after 30 December 2005 or left care under a special guardianship order or residence order. It also includes students whose parents are in the service of the armed forces or who have been at any point since January 2013.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for individual students, or groups of students to enable them to make the same progress as their peers. The Pupil Premium funding is not an automatic entitlement to access a specific allocation of money per child. This group of students are known as Pupil Premium for the purposes of school finance but the school uses the term ‘disadvantaged’.

At the beginning of the academic year 2018/19 Astrea Academy Woodfields had figures to show that 50.7% of students were entitled to Pupil Premium. This means that funding was allocated for the academic year of 2018/19 of £397,375. This year, the academy has 51.6% of students eligible for Pupil Premium funding. This means £372,130 of funding is allocated. The designated senior leader for Pupil Premium is Julie Atkins, Vice Principal Quality of Education.

**Planned Strategy for 2019/20**

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| **Desired Outcome** | **Success Criteria** | **Chosen Action/ Approach** | **Evidence/Rationale for Choice** | **Impact of Actions** |
| **A) Disadvantaged students are put at an ‘advantage’ in the classroom and through an improved whole school approach to homework – leading to improved progress at KS3 and 4.**     1. Disadvantaged students are put at an ‘advantage’ in the classroom. 2. An improved whole school approach to homework – leading to improved progress at KS3 and 4. | There is no difference between disadvantaged students and non-disadvantaged students in terms of: -contribution -quality and quantity of work –progress  A reduction in S4’s for missed homework.    Improved progress of disadvantaged students can be linked to departments that have an effective approach to homework. | The Woodfield Implementation Strategy themed around known research and strategies that work well for disadvantaged students.  QA​​ monitors closely the progress of disadvantaged students including annotated seating plans for disadvantaged students.  A more stringent approach to​ data analysis​​ at whole-school level and departmental level – through CAR process  RAG process- Disadvantaged students are a key group.  A list of eligible students will be produced for academy use.  CPD will be delivered on Rosenshine’s key Principles  Slovakian and Roma engagement and expectations for delivery of content  Roma Handbook  PLC group to explore teaching strategy for disadvantaged    Homework Clubs​​ are set up that prioritise disadvantaged students.  Homework policy is research based.  Audit ​​carried out across departments and students and policy agreed. Frog is bought and a strategy plan is in place for use across the academy. | The most effective way to positively impact upon the progress of PP students is through Wave 1 QFT. The EEF Toolkit suggests that **high quality feedback, metacognitive strategies​​ and ​peer learning​​** is an effective way to improve attainment for disadvantaged students. These 3 ‘Big 3’ strategies will form the core of our CPD and M&E activities across the year.  The impact of homework on learning can lead to on average five months' additional progress; how homework is set is very important.​  ​Homework is most effective when used as a short and focused intervention with some exceptional studies showing up to eight months' positive impact on attainment. And as an integral part of learning with students receiving high quality feedback of their work. | External reviews and internal monitoring will show 100% of teachers are compliant with strategies for Disadvantaged students:   * Use of annotated seating plans * Strategies for delivery of learning   RAG Meetings and CAR process documents show discussions focused on Disadvantaged students.  Teachers are aware of and are using the information list for planning of learning.  There is clear evidence of learning being planned with Rosenshine principles and strategies for EAL learners in mind.  Minutes from the PLC group show more detailed research into a variety of strategies. Best practice is shared with staff.  FROG is implemented and used effectively in school.  There is a clear policy for Homework that is implemented and used.  Each department has a clear strategy for homework and students engage well. |
| **B. Improved progress for all disadvantaged students including a focus on:**  **(i) high prior attaining disadvantaged students**                **(ii) Low prior attaining disadvantaged students**  **(iii) Core skills** | **Improved outcomes in 2019/20**    **Improved outcomes in 2019/20**        **Improved outcomes in 2019/20** | Appraisal ​​ includes targets are impacting on disadvantaged students.  Appraisal targets 2019/20 in advance are discussed and a disadvantage theme is applied.  Disadvantaged students in YR11 have an​ Assertive Mentor ​​- weekly meeting & log: regular reviews​. This includes a mentor for Roma students  Intervention is directed towards disadvantaged students.  More Able PP ​tracked as a cohort through data analysis and QA.​​ Intervention to be applied to cohort and individuals  Groups are reviewed according to abilities for all Slovakian Roma students  QA to ensure that differentiation and personalisation is evident in classrooms through QFT.  Helicopter strategy to focus on LADis first.  Y7 Keep In Touch visits for Term 2 and Term 3 by primary staff​​ to look at PP/Non-PP  Feedback policy​​ clearly applied including Mark First strategy for PP  Teachers from a variety of Curriculum areas are trained in Reciprocal reading.  Maths Mastery ​​curriculum written and staff are trained for 2019/20  Key vocabulary​​ is highlighted in lessons with the aim that every lesson either introduces or revises key terms.    Quality ​Careers advice and guidance for whole school prioritises PP students | The most effective way to positively impact upon the progress of PP students is through Wave 1 QFT.  We know that More Able PP students are least likely to achieve as well as their non-PP Peers. We want to highlight this group of students throughout the school as a cohort that need extra development and challenge.      Small group tuition and effective use of TAs is shown by the Sutton Trust to be effective for disadvantaged students. | Appraisal conversations are focused on achievement of disadvantaged students.  Mid-year reviews show class discussions with individual students targeted for improvements.  Assertive mentor logs show conversations happening with disadvantaged students around learning are effecting progress.  2019 – (-1.350)  **2020 – Progress of the PP More Able will improve to (-0.5)**  2019 – (-1.111)  **2020 – Progress of the PP Lower Ability will improve to (-0.5)**  **Overall the PP Progress score will improve from -1.097 to -0.5**  Evidence shows that the progress of students in Key Stage 3 is accelerating:  External reviews and QA show progress is clear in books.  Reciprocal reading strategies are used across the school.  Evidence of key vocabulary strategies is used effectively in lessons  Careers Guidance meets statutory requirements. |
| **Budget**  Leadership, Development and monitoring of Pupil Premium - £30,000  SISRA Data system – CPD and Development - £6500  FROG – to ensure student and parent engagement and effective QA of standard of homework - £8000  Student Homework Club £2000  Assertive Mentors for Y11 students £1000  Extra CPD Training is calendared in at whole school level and at department level to ensure time is given to share best practice and implement T&L strategies and QA. £60,000  Reciprocal Reading Literacy Project and leadership of literacy across the school. Reading ages of students are established. £3000  Maths Mastery CPD – to train department and ensure mastery curriculum is successfully delivered £10,000  CIEAG Developments and Leadership £3000  NQT/ITT Development and links with external institutions £40000  Facilitating cover for teachers to access internal/external CPD £22,000  **Total for Teaching and Targeted Academic Intervention Strategies: £185,000** | | | |  |
| **C. Behavioural issues of disadvantaged students are addressed.** | Sanction data shows a reduction in poor behaviour from disadvantaged students with fewer disadvantaged pupils receiving S4’s, S5’s and S6’s.    Current data for HT1 shows:  2018/19 –  2019/20 - | To ensure that the Pyramid opens and is as effective as possible in raising achievement for disadvantaged students and developing key links with outside partners.    A ​whole school behaviour strategy​​ focused on Low Level Disruption. This is focused on the needs of our Disadvantaged cohort and is linked to termly staff CPD.  Disadvantaged students are represented at student leadership level, including Slovakian Roma students. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | Progress Teams will be working with key PP students to reduce amount S5’s in first instance.  There will be a reduction of S3, S4 and S5’s from the Disadvantaged cohort. |
| **D. To improve the attendance of disadvantaged students** | All disadvantaged students to have attendance 90% or better for 2018/19. | Implement and Ensure success of Apollo time. PP students are ‘seen first’ by Apollo tutors  Attendance strategy employed across academy:  Includes:  Apollo tutors to have ​‘return to school’ conversation​​s with pupils when absent and act accordingly  Year list of ​pupil premium PA for ​home visits​​.  Panel meetings with governors.  Attendance staff​​ prioritise Disadvantaged students: day 1 calls, visits, parental meetings, collect students.  Link importance of attendance for Roma Slovakianstudents.  Attendance league for Roma students  Transition work​​ with primaries to identify key students prior to start at Academy and plan in place | NfER briefing for school leaders identifies addressing attendance as a key step. | Attendance for disadvantaged students will show an improvement from previous years.  Term 1 2017 - 85.6%  Term 1 2018 – 88.67%  Form tutors will have ‘return to school’ conversations with FSM pupils when absent and act accordingly (referral, phone call home, target card). |
| E. To increase the engagement of parents/carers of disadvantaged students | Parental engagement is improved with a view to raising the aspirations of disadvantaged pupils and increasing their enjoyment and engagement at school    Increased parent attendance at parent’s evenings and other events designed to support learning.    Increased attendance at arranged meetings to discuss behaviour/attendance concerns. | Follow up ​letters ​​of invitation to school meetings with ​phone calls to ensure parents attend or meetings are rearranged to suit them.    Arrange meetings at other locations​​ where parents struggle to come to school.  Links with Slovakian Roma community are strengthened, including   * Research into positive role models * Coffee events established. * Links with college for future pathways   Parental Information evenings​​: YR7 & 11, YR10, YR9 options, Core subject revision workshops. |  | Feedback from parents’ meetings show a positive uptrend.  Disadvantaged families are engaging successfully, including families of EAL students.  % of families engaging with evenings in school are increasing. |
| **Budget**  Alternative Provision: £130,000  Enhanced safeguarding for vulnerable students within academy and community £30,000  Attendance Strategy £20,000  Parental Information Evenings £1000  Total for Wider Strategies: £181,000 | | | | **Total Spend so Far (allocation of budget to be reviewed on a regular basis)**  **Teaching and Targeted Academic Support:**  **£185,000**  **Wider Strategies: £181,000**  **Total: £366,000** |