# Pupil premium strategy statement (secondary)

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| 1. **Summary information** | | | | | |
| **School** | Astrea Academy Woodfields | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £336.150 | **Date of most recent PP Review** | 7/19 |
| **Total number of pupils** | 766 | **Number of pupils eligible for PP** | 50.2% | **Date for next internal review of this strategy** | 9/21 |

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| 1. **Current attainment** | | |
|  | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| **Progress 8** | **-0.73** | 0.13 |
| **Ebacc entry** | **33%** | 44.5% |
| **Attainment 8** | **30.42** | 50.3 |
| **Percentage of Grade 5+ in English and maths** | **16.7%** | 49.9% |

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| **3.Priority Areas of Focus** (**in response to identified barriers** **for pupils eligible for PP, including high ability)** | | | |
| **School based areas of focus**   * *Issues/barriers to be addressed, such as poor oral language skills,* ***stated as a positive outcome e.g. improved oral language skills.*** * *Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column* | | | |
| **Desired Outcome** | | **Success Criteria** | **Timeframe of Priority Area** |
|  | To put disadvantaged students at an advantage in the classroom | Progress of disadvantaged students will accelerate to national non-disadvantaged | Sept 2020 – July 2022 |
|  | To ensure the use of research based evidence in the classroom | The quality of teaching will be consistently good or better. | Sept 2020 – July 2022 |
| **External areas of focus**   * *Issues/barriers which require action outside school, such as low attendance rates,* ***stated as a positive outcome e.g. improved attendance*** * *Please indicate if this is a longer term priority (eg. up to 3 years) by entering review timescale in the final column* | | | |
| **Desired Outcome** | | **Success Criteria** | **Timeframe of Priority Area** |
| **D.** | To improve the attendance of targeted pupils | The attendance rate will accelerate to rate of national non-disadvantaged. | September 2020 – July 2022 |

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| 1. **Planned expenditure** | | | | | | | |
| * **Academic year** | | **2020/21** | | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
| 1. **Quality of teaching for all (e.g. Professional development, Recruitment and retention, Support for early career teachers)** | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well eg. monitoring planned?** | **Staff lead** | **When will you review implementation?** |
| **To ensure disadvantaged students are placed at an advantage in the classroom** | **Seating Planner** – P1 Route. Use of seating plan for questioning and for independent study  **CPD to establish Learning Modes** – Independent Study, Quiet Pairs, Team Work, Eyes On.  Use of whole-school **Quality Assurance model** to: (1) Focus, biannually, on the experience of disadvantaged students’ learning through **learning enquiry**. (2) Include a focus on progress of disadvantaged students in teaching staff **appraisal**  Introduction of **Pupil Premium passports** distributed to staff and led by Pupil Premium Champion/Progress Leaders/SENCO  **CPD time calendared bi-weekly** (Teacher Development Time) to focus on T&L | | 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. | | 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   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.  RAG Meetings and CAR process documents show discussions focused on Disadvantaged students.  Minutes from PLC group show more detailed research into a variety of strategies. Best practice is shared with staff. | JAT  JAT  JAT  JAT  AHA  PLC Leads | Termly  At data collection points  Every 6 weeks |
| To ensure the use of research based evidence to inform teaching | **Professional Learning Communities** - led by the most effective practitioners, as a means to deliver in-house CPD. [Each PLC group can be tailored to individual / group’s strengths and weaknesses]  Develop the **curriculum model** for the school, alongside Curriculum Leaders, to ensure all students have access to: ● Cultural capital ● Wider reading ● Independent learning  To review the setting and effectiveness of **home learning**. Make and enact recommendations to ensure it’s more effective.  **Key Consistencies and Rosenshine**  **Future CPD focus on EEF Recommendations** | | 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. | | 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.  Homework rates for disadvantaged students increase rapidly. | JAT  JAT  EWI/JAT | Weekly  Half-termly |
| Progress of disadvantaged students will accelerate to national for non-disadvantaged | **Deployment of most effective practitioners** on teaching groups containing a higher proportion of disadvantaged students.  **Recruitment of highly effective teachers** a priority  Establish a **“Pupil Premium Champion”** in each subject area to meet on cross-curricular meetings | | The most effective way to positively impact upon the progress of PP students is through Wave 1 QFT. | | 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. | JAT/AHA  JAT/AAT  JAT/CL’s | Tri annual  RAG Meetings |
| **Total budgeted cost:** CPD (Learning Modes £613),  Learning Enquiry Costs (Cover etc £1000),  SISRA (£4000),  Nominal Roles (£1000),  PP Focus on RAG (£656).  TLRs Key Staff – Literacy, Numeracy, PP Champion (£9000) | | | | Frog/Teams (Platforms and Staff CPD £3000),  Recruitment costs e.g. National approach, staff time and resourcing (£5000)  Teacher Development Time through year to enable focus on key T&L strategies (£25,440) + PLC Development time (£3520)  TLR for NQT/ITT Development (£3000) + staff development resources and cost of cover (£9000)  Overarching Leadership Support (£47,180.60) | | | **£111,700** |
| **Proportion of Total Spend:** | | | | | | | **31%** |
| 1. **Targeted support (e.g. Structured interventions, Small group tuition, One-to-one support)** | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well eg. monitoring planned?** | **Staff lead** | **When will you review?** |
| To increase outcomes for disadvantaged students | **Use of RAG and CAR processes** to support student progress.  **Embed Period 7** [intervention after school for Y11] where disadvantaged students take priority for invited attendees. KCO to monitor and chase non-attendance  **Staff in maths and English to lead Catch-Up** for students below expected standard in (focus on disadvantaged students) with a teacher leading on this provision in each subject area.  Introduce **Y11 peer mentors** for students in Years 7-10 (**initially focusing on HPA disadvantaged students).**  **Assertive mentoring for students in Year 11** at risk of under-achieving by teaching staff.  **HPA disadvantaged students** analysed as a separate group and appropriate intervention provided.  Provide disadvantaged students **with revision guides** **at Key Stage 4** and develop **“Pupil Premium packs” for students currently in receipt of FSM.**  **Establishment of Library Provision and Library/Literacy Co-ordinator** | | 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.  HPA Group identified nationally most at risk of underperformance.  EEF +3 months Individualised instruction  EEF +4 months Small group tuition  EEF +6 months Reading comprehension strategies  Lack of equipment / study support at end of Y11 identified as barriers to success. | | Increased predicted outcomes over time of attendance. Increased outcomes at GCSE / assessment points.  Assessments in school and national assessments show that the gaps are closing.  HPA students perform at potential target grades.  Increased use of revision guides by identified. Increase in predicted and actual outcomes. Improvement in quality and frequency of independent work completed. | AHA  AHA/KCO  CL’s/JAT  AHA  MCA  JGI | RAG Meetings  Fortnightly  Data Collections |
| To embed key skills for literacy and numeracy across the curriculum | **Embedding of maths development strategies** eg Maths Mastery  Introduction and embedding of **reciprocal reading** in English (and later across the school more widely)  Appointment/embedding of literacy and numeracy co-ordinator | | EEF +6 months Reading comprehension strategies EEF +4 months Small group tuition | | Improved reading ages relative to peers.  Improved progress towards TGs in maths and English  Increased outcomes over time (in maths, English) | PNE  NSK  JAT | Fortnightly |
| **Total budgeted cost –** GCSE Pod, Hegarty Maths (£1500), Maths Mastery £9000, Rag Development (£10,000), Period 7 (£10,000), Catchup across English/Maths (£33,578). Library/Literacy Co-ordinator and further library resourcing (£40,000), Revision Resources (£1500) Reading Rampage (£7750) | | | | | | | £113,328 |
| **Proportion of Total Spend** | | | | | | | 31% |
| 1. **Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)** | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well eg. monitoring planned?** | **Staff lead** | **When will you review implementation?** |
| Develop the engagement curriculum. | **On-site provision** for students struggling to engage with the curriculum due to emotional or behavioural needs [The Pyramid]  Prioritise disadvantaged students for **Careers interviews & College/University visit days**  Increase the proportion of disadvantaged students participating in **enrichment activities.**  To establish and **embed ‘pivotal’** approach to behaviour management.  Additional Pastoral lead to **reduce exclusions of vulnerable students**  **Counselling support** for vulnerable 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.  EEF +3 months Behaviour interventions EEF +4 months Social and emotional learning Behaviours identified as barrier to success | | Improved Attitude to Learning through analysis of reporting. Improved predicted and actual outcomes. Student voice. | AMA  AMA  LSA  AMA/JAT | Termly |
| Improve the rate of attendance for our disadvantaged students. | **Attendance Team prioritise PP students** and lead a reviewed and refined strategy for the school | | NfER briefing for school leaders identifies addressing attendance as a key step. | | Improved attendance (both to school and to lessons).  Improved attendance of students entitled to Pupil Premium. | AMA/LSA  AMA | Weekly |
| **Total budgeted cost** Additional staffing for Pyramid provision (£30,034), Pyramid Setup costs (£10,000) EAL Intervention and Interpreter (£19,541), Additional Careers input (£7092), Additional Pastoral lead (£42843.75), In-school councillors (£27978) Loan Uniform Costs (£2000) | | | | | | | **£139,488** |
| **Proportion of Total Spend** | | | | | | | **38%** |
| **Total Spend** | | | | | | | **£364,516.75** |

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| **Previous Academic Year** | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| Improved progress at KS3 and 4. | PP students are put at an advantage in classroom-  Key Consistencies  Annotated Seating Plans  CAR Process and RAG Process  Rosenshine Principles  PLC group  Feedback policy​​ clearly applied  Reciprocal reading and Maths Mastery ​​curriculum development | | The quality of T&L improved over the academic year. Teachers are engaged with the Woodfield’s Key Consistencies and the Rosenshine research. This is improving practice.  The RAG process highlighted PP students in Y11, achievement was discussed in detail.  This led to an improved P8 score of -0.73. Although this is not where we want to be, it is improved vastly on previous years. | This approach will continue.  Ensuring a research driven approach to raising the quality of T&L in the classroom.  New capacity created with the Pupil Premium Champion will enable a deeper focus on specific strategies and QA of specific strategies.  RAG Process is now extended to Y10.  There needs to be a deeper approach to the QA of the CAR process. |
| An improved whole school approach to home learning | Homework Clubs​​ Homework policy is research based and includes departmental audit on needs. A strategy for Frog is in place for use across the academy. | | Frog was swiftly put into use through lockdown. Usage of Frog was limited for some students due to ICT access.  Limitations to homework club due to lack of capacity for Library use. | This approach will continue but will become a fuller and more detailed Remote Learning strategy to include the use of MS Teams.  A Library/Literacy interventions co-ordinator has been appointed to develop capacity for home learning and library use. |
| Improved Progress for HA Disadvantaged and LA Disadvantaged | Appraisal ​​ includes targets for disadvantaged students.  Disadvantaged students in YR11 have an​ Assertive Mentor  More Able PP ​tracked as a cohort through data analysis and QA.​​  QA to ensure that differentiation and personalisation is evident in classrooms through QFT.  Y7 Keep In Touch visits from Y6 teachers/Headteachers | | The progress and attainment score for the disadvantaged students in terms of Y11 CAG achievements suggests an improvement.  However because of lockdown circumstances the impact on More Able and the Keep in Touch visits was minimal.  The QA before lockdown suggested there was still improvements to be made in differentiation and personalisation in the classroom. | PP Champion to provide more capacity for Coaching and mentoring for Y11.  Also, for tracking of specific cohorts for Y11.  QFT and CPD to focus on differentiation and personalisation.  If coronavirus circumstances allow, AP Engagement will explore Keep In Touch visits. |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| Behavioural issues are addressed | The Pyramid opens and enables disadvantaged students with challenging behaviours to learn. Developing key links with outside partners for alternative provision.  A ​whole school behaviour strategy​​ focused on Low Level Disruption. | | The Pyramid has been set up but unfortunately coronavirus lockdown delayed the opening of this resource  The whole school behaviour policy has been shown to be successful in reducing low-level disruption, however more analysis of PP needs to be done | We are continuing to move forward with the Pyramid resource.  The behaviour policy has been updated and reviewed, with CPD developed to support staff in reducing incidents. |
| To improve the attendance of our disadvantaged students | 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.  Transition work​​ with primaries to identify key students prior to start at Academy and plan in place | | Attendance did not improve during the academic year up to lockdown. This is an area that needs to be looked at urgently this year. | The attendance policy has been updated and reviewed.  Capacity has been added through new members to the team. This includes support allocated through the Trust. |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| No NEETS | Quality ​Careers advice and guidance for whole school prioritises PP students | | Impact low due to lockdown | This will continue for this year |
| To increase student engagement | Student Leadership | | Impact low due to lockdown | This will continue for this year |
| To increase parental engagement | 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. | | Impact low due to lockdown. | This will continue for this year |

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| 1. **Additional detail** |
| * In this section you can annex or refer to **additional** information which you have used to inform the statement above. |