

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

Detail	Data
School name	Astrea Academy Woodfields
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	38.1% FSM 43% PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	Adam Atkinson
Pupil premium lead	Julie Atkins
Governor / Trustee lead	James Furness

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 338,688
Recovery premium funding allocation this academic year	£ 98,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£ 437,088

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.

Challenge number	Detail of challenge
1	Attendance to School
2	Aspiration to 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
For disadvantaged students to progress as well as non-disadvantaged students	+ P8 figure
For disadvantaged students to achieve as well as non-disadvantaged students	Disadvantaged Basics figure is closing gap rapidly to national non-disadvantaged.
Disadvantaged students attend as well as non-disadvantaged students	Attendance meets national figure for both disadvantaged and non-disadvantaged students.
The behaviour of Disadvantaged students is improved	%FTE is reduced for disadvantaged students so there is no gap between disadvantaged and non-disadvantaged students.

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: £ **71676**

- CPD: Transforming Teaching Project Directed Time for all staff - £29520
- CPD for Direct Instruction – Establishing 5 instructional coaches within the academy to work with teachers – £3000
- CPD for Senior Leader in charge of project: £500
- Learning Enquiry Costs for Curriculum Leader CPD (£1000),
- SISRA (£4000),
- Nominal Roles (£2000)
- PP Focus on RAG (£656).
- TLRs Key Staff – Literacy, Lead Practitioner Maths, PP Champion (£9000)
- Department Funds to ensure quality resources with literacy content (£5000)
- Department funds to ensure subject specific CPD in place (£5000)
- Homework Development - CPD £3000 Recruitment costs e.g. National approach, staff time and resourcing (£5000)
- TLR for NQT/ITT Development (£3000) + staff development resources and cost of cover (£9000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT teachers have an enhanced programme through CPD from Educational Development Trust, Barnsley/South Yorkshire Teaching Hub and an in-school programme	Most effective way of raising progress and attainment is through Wave 1 teaching	2
All teachers participate in Transforming Teaching project through Ambition Trust	Most effective way of raising progress and attainment is through Wave 1 teaching	2
5 teachers are trained as Instructional Coaches to put a coaching programme in place.	Most effective way of raising progress and attainment is through Wave 1 teaching	
Curriculum Development focuses on improved resources	Most effective way of raising progress and attainment is through Wave 1 teaching	2

that enable students to access quality reading.		
Seating Planner identifies disadvantaged students – teachers use effectively with Questioning strategies.	Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +3 months - individualised instruction	2
Embed key consistencies including learning modes in classrooms	Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +5 months Collaborative learning	2
Embed feedback policy in classrooms	Most effective way of raising progress and attainment is through Wave 1 teaching EEF +8 months Feedback	2
Recruitment of highly qualified teachers a priority and staff induction focused on teaching and learning.	Wave 1 Teaching	2
To review the setting and effectiveness of home learning. Make and enact recommendations to ensure it's more effective	Most effective way of raising progress and attainment is through Wave 1 teaching. EEF +5 months Homework (Secondary) Some studies show +8 months	2

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

Budgeted cost: £ 131500

- **CPD requirements for intervention development strategies** eg Maths Recovery Intervention and Fresh Start Literacy Intervention - £1000
- CPD to embed **reciprocal reading** strategies widely across the academy - £500
- Appointment/embedding of literacy co-ordinator and Lead Practitioner in Maths - £40000
- Additional Staff in English and Maths to support intervention £40000
- Y11 Subject Specific Intervention P7 - £30000
- Guided Reading Project for Apollo time - £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Period 7 after school and ensure Disadvantaged	EEF +3 months Individualised instruction EEF +4 months Small group tuition	2

students are priority for attendance.		
Fresh Start and Maths 1-1 Programme are launched to provide students with catch-up sessions in core subjects.	EEF +3 months Individualised instruction EEF +4 months Small group tuition EEF +5 months One to one tuition (where appropriate) EEF +6 months Reading comprehension	2 4
RAG meeting identifies individual Y10/11 Disadvantaged students who are not progressing, with individual actions in place for all.	EEF +3 months Individualised instruction EEF +3 months Behaviour interventions	2
All Disadvantaged students to be given laptops, access to Teams and GCSE POD.	EEF +3 months Individualised instruction	2 4
CAR Programme provides data analysis opportunities for all students in all year groups in all subjects.	EEF +3 months Individualised instruction EEF +3 months Behaviour interventions	2
Introduction of Pupil Premium Passport to Success Documents	EEF +3 months Individualised Instruction	2 4 3

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

Budgeted cost: £ 199947.75

- Additional staffing for Pyramid provision (£30,034),
- Safeguarding, EAL Intervention and Interpreter x 2 (£45,000),
- Additional Careers input (£7092),
- Additional Pastoral lead (£42843.75),
- In-school councillors (£27978)
- Loan Uniform Costs (£2000)
- 2 x Education Welfare Officers (

Activity	Evidence that supports this approach	Challenge number(s) addressed
Onsite provision – The Pyramid and NTE group for students who are struggling to	EF +3 months Behaviour interventions EEF +4 months Social and emotional learning	3

engage with mainstream provision.		
Apollo Focus on Attendance through Planner. Tutor has weekly conversations regarding attendance.	DFE Report – Link between absence and attainment - 2014	1
2 x EWO's appointed	DFE Report – Link between absence and attainment - 2014	1
1 x extra Behaviour Manager appointed.	EEF +3 months Behaviour Interventions	3
GRT Intervention Tutor appointed	EEF +3months Behaviour Interventions	3
Hold parents evenings, information evenings and open evenings at the academy. Followup survey sent to any parents who did not attend.	EEF +3 months Parental engagement	5
Y10 Move on Up Mentors to support Y7 Disadvantaged students.	EEF +5 months Peer Tutoring	2 3
Prioritise Disadvantaged students for in-school enrichment activities such as Shine events, university visits etc.	EEF +2 months Arts participation EEF +2 months Sports participation EEF +4 months Outdoor adventure learning	1 2 3
Targeted Careers Advice for all Y11		2 3
Increase proportion of Disadvantaged students attending extra-curricular activity.	EEF +2 months Arts participation EEF +2 months Sports participation EEF +4 months Outdoor adventure learning	1 2 3

Total budgeted cost: £ 403123.75

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, in school data and tracking has been used to populate the impact section where possible.

Strategy 1 – Quality First Teaching

- **Seating Planner** – Use of seating plan for questioning.
- **CPD to establish Learning Modes** – Silent Study, Quiet Pairs, Team Work, Eyes On.
- Use of whole-school **Quality Assurance model** to: (1) Focus 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
- 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.
- **Deployment of most effective practitioners** on teaching groups containing a higher proportion of disadvantaged students.
- **Recruitment of highly effective teachers** a priority

Up to the point of Covid 19 lockdown, there had been significant improvements in the quality of teaching which was impacting directly on learning. Teachers took part in CPD sessions to upskill on evidence based developments in T&L and T&L policies were reviewed and implemented. A rigorous monitoring and evaluation strategy, in both classrooms and work scrutiny, at both Senior and Curriculum Leader level, was rolled out across the Academy. Senior Leaders and Curriculum Leaders were trained to secure consistency and support was put in place where needed to improve teaching further. Evidence of this was particularly seen in disadvantaged achievement in 2020. Due to the success in this area we will continue with this approach

The Academy curriculum was reviewed and developed further to ensure progress over time and that Curriculum Areas were clear on what knowledge was being taught at specific times. Time was given in this area to ensure subject expertise could flourish and secure subject knowledge. This included opportunities within the curriculum for literacy foci such

as key vocabulary, opportunities for reading, development of cultural capital, cross curricular links and key assessment points in the form of WIN assessments for every year group (7 to 13). This was developed further into ensuring that quality resources are in place for all students, moving away from an overreliance on powerpoints. We will continue with this approach.

The introduction of the Academy key consistencies including; Focus for Five, WAGOLL and modelling, Learning Modes, 3-2-1 began to secure a consistency that was apparent prior to lockdown and has continued to be evident post-lockdown as a need for routines and high expectations has become apparent. This approach will continue with a focus on Silent Study to support extended writing and also a focus on a lesson review of what learning and knowledge students have retained at the end of the lesson.

The use of FROG as a home learning system in March supported the first lockdown but we adjusted our use of Frog as lockdown continued to Microsoft Teams to support further the independent study of students from home in place of lessons. This was very successful for a high proportion of students and we are aware that the independent learning skills of a high number of students did improve as a result. Independent learning skills were seen through student completion of tasks on Microsoft Teams. Students also responded well to the motivational activities run alongside this, particularly from PE. We will continue to use Microsoft Teams to support Home Learning, but will not be renewing our subscription to Frog.

Strategy 2 – Targeted Interventions

- **Use of RAG and CAR processes** to support student progress.
- **Reading Rampage project to encourage Reading for pleasure.**
- **Use of Accelerated Reader as a tool to improve reading.**
- **Embed Period 7** [intervention after school for Y11] where disadvantaged students take priority for invited attendees.
- **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**

Leadership and delivery of ‘Reading Rampage’ across Key Stage 3 and the use of the Library improved; All Year 7 and 8 classes took part in a library lesson weekly up to lockdown. Accelerated Reader tests did not impact on learning due to lockdown. Students only conducted one test so unable to track progress. Students now have a wide variety of choice for reading that engages students of all groups/ages through purchase/loan of a variety of books in the library. The library had an influx of texts which will support students further. Specific LS teaching groups in Year 7 and Year 8 have focused on Literacy and Numeracy ‘Catch up’ using interventions from teaching staff. There was little impact in this area due to

Covid-19. More impact was found to be evident in Literacy work. Cross curricular links were begun for Numeracy and Literacy through PLC time, but this again had limited impact due to Covid-19.

We will be engaging with the 'Reading Rampage' project again this year and will also be focusing on Accelerated Reader as a support for students who are not receiving the Fresh Start intervention. The cross curricular links for Literacy and Numeracy need to be focused on further alongside the coming developments for Reciprocal Reading CPD.

Successful use of RAG process to track student progress and identify follow up actions. The use of this process will continue to identify area for development for Y11 students and track progress between data collections. This will also be rolled out to Y10.

Strategy 3

- **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
- **Attendance Team prioritise PP students** and lead a reviewed and refined strategy for the school

Attendance did not improve due to several contributory factors – Increased number of admissions allocated with poor attendance, a larger number of students not engaging with learning and a larger percentage of school refusers due to Covid-19. Attendance strategies in place had some impact on some individual students, particularly with the appointment of the EWO but little impact on overall figures. Attendance tracking systems and processes with a clear strategy have been improved and an extra EWO has been appointed to this area to improve further.

A Pyramid in school alternative provision was put in place to support students struggling to progress in mainstream. Students with particular needs accessed that provision. This was interrupted by lockdown so impact was minimal. Systems such as mentoring, anger management and counselling were in place and working well to support vulnerable students who were all supported effectively both in school and out of school during lockdown. Use of With Me in Mind supported vulnerable students and this continued virtually or via phone for some students during lockdown. Regular contact with students was good to support these students. This continues through counselling with two in-school councillors in place to support our students.

The academy achieved quality Gatsby Benchmark measures and students had access to a variety of CEIAG offers, including individual input from an advisor and the Shine project. Unfortunately due to Covid-19, the Shine project had to continue virtually and some impact

has been lost. Some students continued to take part in virtual extra-curricular activities during lockdown such as the virtual PE sessions and specific Curriculum Enrichment activities that were offered. The Armada project, a public speaking initiative, was specifically aimed at Disadvantaged students.

We are encouraging renewed participation in extra- curricular activities now that students have returned to school, particularly in our organised PE activities. We now have access to 'Breakfast Club' that provides free breakfast food for students.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.