

# Pupil premium strategy statement – Astrea Academy Woodfields

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	681
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	David Scales
Pupil premium lead	Emma Hollingdrake
Governor / Trustee lead	Richard Ellam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£392,913
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£5,284,504
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# Part A: Pupil premium strategy plan

## Statement of intent

Astrea Academy Woodfields is a secondary academy located in Doncaster, where approximately 53% of pupils are eligible for Pupil Premium funding. We are committed to shaping well-round individuals who will flourish and realise their academic potential, but will also develop a lifelong love of learning and the confidence to thrive as responsible citizens in 21<sup>st</sup>-century Britain.

Our vision is underpinned by three core values:

Duty- We have integrity, take personal responsibility, and act in service of our mission

Community- We bring people together by being humble, spreading joy, and showing gratitude

Scholarship- We are curious and tenacious: by working hard, we achieve our best

The academy's current Pupil Premium strategy is designed to address the key challenges faced by our scholars, 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 scholars. By targeting these areas of need, we aim to ensure that all our scholars 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 this strategy also supports the provision of a curriculum that enriches every scholar's experience. By developing each scholar's cultural capital we will ensure all scholars, regardless of background, will be fully equipped to hold their own in all walks of life. This will support all our scholars on their journey to access university or a real alternative.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance to school</u></p> <p>Despite the improved attendance figures, our absence figures continue to reveal the gap between our disadvantaged and non-disadvantaged cohorts. This is of particular concern, as if scholars are not in school, we cannot teach them and they become less likely to achieve our aim of scholars reaching university, or a real alternative.</p>
2	<p><u>Academic Success</u></p> <p>With similar starting points at KS2, disadvantaged scholars do not make the same progress and attain the same academic levels as non-disadvantaged scholars at the end of Y11. Although our external and internal data reveal that the gaps are decreasing, this is still a high focus area for us as a school.</p>
3	<p><u>Behaviour in school</u></p> <p>Our internal data shows that disadvantaged scholars are subject to higher fixed-term suspensions than our non-disadvantaged cohort. Our internal data also shows that reset (isolation) figures are also higher for our disadvantaged cohort.</p>
4	<p><u>Literacy and numeracy skills, particularly reading and vocabulary</u></p> <p>Disadvantaged scholars are entering the academy with lower literacy and numeracy levels than their non-disadvantaged peers. These figures are further emphasised with our internal reading tests, suggesting that the disadvantaged cohort are at a disadvantage regarding attainment and ability to access the curriculum across subjects. Further work is needed to ensure than improvements in literacy and numeracy are sustained and accelerated.</p>
5	<p><u>Parental Engagement of Disadvantaged Scholars</u></p> <p>Parental engagement of disadvantaged scholars is a challenge within the academy and encouraging parents to engage with school is a focus area.</p>

## 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
<b>Quality First Teaching</b>	
<p>To continue to develop a high-quality curriculum across the academy, ensuring that disadvantaged scholars make progress comparable to their disadvantaged peers, both locally and nationally.</p> <p>Actions: Invest in recruitment, Initial Teaching Training (ITT) and Early Careers Teachers (ECT) programmes, professional development (CPD), bookletisation, and resources.</p>	<p>Attainment 8 (A8) scores and basic measures for disadvantaged scholars should closely approach or improve rapidly towards the levels of their non- disadvantaged peers.</p>
<p>To ensure that the attainment of disadvantaged scholars is in-line with their non-disadvantaged peers, both in terms of overall achievement and in meeting National Expectations.</p> <p>Actions: Focus on recruitment drive- using social media platforms to support, CPD, and resources alongside bookletisation to support structured learning.</p>	<p>Attainment 8 (A8) scores and basic measures for disadvantaged scholars 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 scholars, particularly disadvantaged scholars.</p> <p>Actions: Further embed core routines within the academy to foster positive behaviour. To monitor and review behaviour structures and systems.</p>	<p>The percentage of fixed-term suspensions for disadvantaged scholars should decrease, with no gap between disadvantaged and non-disadvantaged scholars.</p>
<b>Targeted academic support:</b>	
<p>To offer targeted academic support tailored to meet the specific needs of disadvantaged scholars, ensuing academic success across subjects</p> <ul style="list-style-type: none"> <li>• Thinking Reading Literacy Programme</li> <li>• Corrective Maths Programme</li> <li>• Bell Foundation NTE Programme</li> </ul>	<p>Disadvantaged scholars 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.</p>

<ul style="list-style-type: none"> <li>Graduated response programme through tiered intervention supporting scholars with curriculum access</li> </ul>	
<b>Wider Strategies:</b>	
To provide comprehensive support structures that address barriers outside the classroom, including attendance, wellbeing, and extracurricular opportunities	Attendance of disadvantaged scholars should show rapid improvement towards that of non-disadvantaged scholars.
Explicit daily reading lessons, aiming for all scholars to read 10,000 words a day.	All disadvantaged scholars should engage with daily reading activities consistently.
Ensure disadvantaged scholars use Sparx, Maths and Sparx Reader to complete weekly Maths and English homework	All disadvantaged scholars should complete their weekly Sparx homework.
Offer breakfast meal for disadvantaged scholars	All disadvantaged to have access to the breakfast provision, ensuring no scholar is excluded.
Provide all disadvantaged scholars with uniform and necessary academic equipment.	All disadvantaged scholars to present in the academy according to their expected uniform and equipment standards, in line with their peers.
Offer a range of extracurricular activities including sports for all scholars, including disadvantaged scholars.	All disadvantaged scholars should have access to extracurricular activities, with no barriers to participation.
Provide P6 GCSE lessons for all Y11 scholars, including disadvantaged scholars.	Disadvantaged scholars would attend these at the same rate as non-disadvantaged scholars.
Offer additional opportunities for disadvantaged scholars to participate in clubs, trips and enrichment activities.	Disadvantaged scholars should have equitable access to school trips and enrichment activities.
Provide comprehensive careers advice to ensure all disadvantaged scholars make informed and appropriate Post-16 choices.	No disadvantaged scholar should become NEET (Not in Education, Employment, or Training)

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52000

- Teach Like a Champion Field Guide £600
- TLAC Deliberate Practice CPD Directed Time £23000

- TLR for ECT Co-ordinator £8610
- ECT Teacher development/ cost of cover £1000
- CPD behaviour policy £2700
- Behaviour Manager Staffing Role £33,087.42 (Reset Base Manager)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<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.</p>	<p>Teach Like a Champion: The Effect on Pupil Achievement, Behaviour, and Educator Perceptions. Reed, Tjuana O. Trevecca Nazarene University ProQuest Dissertations Publishing, 2020</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p><a href="#">1. High-quality teaching   EEF</a></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>In line with research regarding the impact of Quality First Teaching, we have an extensive Deliberate Practice training schedule to ensure that all staff are developing their skills and TLAC expertise.</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	2 and 4
<p>High Quality Teaching: Developing high-quality teaching, assessment.</p> <p>Supporting the recruitment and retention of teaching staff ECTs are intensively supported in embedding clear classroom routines.</p> <p>Mentor meetings are all calendared into staff timetables.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention">https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention</a></p> <p>By supporting our new staff with a rigorous programme, it enables our new staff to develop their skills in the classroom, manage workload appropriately, and focus on their development of knowledge, both in regard to</p>	2 and 3

	<p>curriculum content and school ‘Teach Like A Champion’ expectations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap">https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</a></p> <p>The EEF Attainment Gap 2017 report states that ‘It is no surprise that the better a young person’s academic qualifications at school, the greater the likelihood of securing a well-paid job. What, perhaps, is more surprising is the big difference that can be yielded by even a modest improvement in young people’s qualifications’. By focusing on developing our staff expertise, we are making the most significant impact on our young people and their outcomes, and ultimately their futures.</p>	
<p>High Quality Teaching: Professional development to support the implementation of evidence-based approaches. Developing high-quality teaching, assessment.</p> <p>All teachers and staff clearly understand the behaviour policy, language used and common approach.</p> <p>Deliberate Practice is used to ensure knowledge and consistency</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p> <p>The EEF Improving Behaviour in Schools guidance states that ‘There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons’. By using common</p>	3

	language around school we are ensuring that there are clear expectations presenting, promoted, and embedded in our daily practice. This consistency enables our young people to recognise clear boundaries and to behave in-line with our expectations.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ Budgeted cost: £166,863

- Thinking Reading Coordinator Salaries £65,571 x = £59,013 (2 x Coordinators) (£70,034 for CJu & LMc Salary)
- Reading Books for Whole School Reading Programme £1000
- Teacher Directed Time for Reading x 0.48 disadvantaged £52,368
- TLR for Literacy Coordinator £5885
- Corrective Maths Teacher CPD / Cover £2000
- ESOL Programme Coordination £25,439
- Specialist EAL Programme Coordination £26,685.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Targeted Academic Support: Targeted interventions to support language development, literacy.  Pupils identified as having a reading age at least two years below their biological age have access to the school reading programmes. All	<a href="https://www.eef.org.uk/evidence-reviews/independent-evaluations/read-write-inc-eef">EEF publishes independent evaluation of Read, Write, Inc....   EEF</a>	4

children take part in Astrea Reads.		
<p>Targeted interventions to support language development, literacy.</p> <p>All pupils are taught how to read and read daily at the end of the school day using class sets of books.</p>	<p>The prioritisation of Reading is in line with EEF Guidance: Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk) EEF research shows that reading capability is a predictor for later life</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	4
<p>Targeted interventions to support language development, literacy and numeracy.</p> <p>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.</p>	<p>The EEF acknowledge that EAL pupils may require intervention to lead to later success when they state:</p> <p>'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'</p> <p><a href="#">EAL and educational achievement Prof S Strand.pdf</a></p>	2,1, 4
<p>Targeted / Wider support:</p> <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Pupils having difficulties in integrating into normal academy routines undertake a time limited intervention to teach the behaviour curriculum.</p> <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.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	
Targeted Academic support:	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an	1, 3, 4

<p>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.</p>	<p>identifiable and significant impact on attitudes to learning, social relationships in school:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Targeted / Wider support:</p> <p>Supporting pupils' social, emotional and behavioural needs / Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Additional pastoral capacity ensuring disadvantage Pupils are able to receive the required support and required behaviour intervention</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 3, 4</p>

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

Budgeted cost: £160,711

- Attendance Manager Officer £39,231 x 0.48 = £18,830 ( BFr £41,467 x 0.48 = £19,904)
- Assistant Educational Welfare Officer £26,644 x 0.48 = £12,789 ( £5002 external EWO ½ Day per week + DTa £28207 x 0.48 = £13,539) total = £18541
- Academy Minibus and staffing = £64,488 ( 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 £10,752

- Additional Loan Uniform £28,000
- Teacher Directed Time for Electives £24,570 x 0.48 = £11,794
- P6 Teacher Directed Time for intervention £11,198
- Disadvantaged Clubs / Trip budget £5000
- Careers Support £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>Wider Strategies: Supporting attendance- Attendance Manager and the Local Authority EWO manage the attendance of all pupils, specifically disadvantaged pupils.</p> <p>Carrying out home visits and working to improve attendance of disadvantaged Pupils.</p> <p>Minibus runs and staffing to support targeted morning collections and community work to build positive parental relationships.</p>	<p>DfE statistics explore the link between attendance and outcomes:</p> <p><a href="https://www.gov.uk/government/publications/link-between-attendance-and-attainment">https://www.gov.uk/government/publications/link-between-attendance-and-attainment</a></p> <p>The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1 and 5
<p>Wider Strategies: Extended school time.</p> <p>All Pupils complete weekly homework on Sparx Maths and Sparx English</p>	<p>Benefits of homework – in line with EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	2

<p>Wider Strategies:</p> <p>Breakfast clubs and meal provision / Supporting attendance.</p> <p>Disadvantaged pupils are able to access a food at the start of the Academy Day.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	3
<p>Wider Strategies:</p> <p>Supporting attendance Uniform is loaned or given to disadvantaged Pupils ensuring that they present in line with peers.</p>	<p>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:</p> <p><a href="https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</a></p>	3 and 5
<p>Wider Strategies:</p> <p>Extracurricular activities.</p> <p>All Pupils have access to Electives to sign up to.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Evidence that extending the school times makes a positive impact on academic</p>	2 and 5
<p>Wider Strategies:</p> <p>Extracurricular activities and school trips.</p> <p>Disadvantaged Pupils can participate in certain trips (directed by DSL).</p>	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	2
<p>Wider Strategies:</p> <p>Careers- All disadvantaged pupils get their chosen next steps supported and tracked in order to emphasise the importance of these decisions</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p>	2

## Part B: Review of the previous academic year- 24/25

### Outcomes for disadvantaged pupils

#### Teaching

Progress 8 is the usual measure to consider the progress of pupils from Key Stage 2 to Key Stage 4, comparing their actual achievements to expected outcomes. As there are no KS2 SATs results to use for this cohort, this year progress will be measured using Attainment 8 (achievement) figures instead.

The average A8 score for our disadvantaged cohort for the summer 2025 results was 30.56, compared to 23.59 from the summer 2024 outcomes. These improvements demonstrate the positive impact that work with our disadvantaged cohort is having. The improvements in our disadvantaged cohort for average A8 score from 2024 to 2025 was +7.17 compared to +3.18 for our non-disadvantaged cohort. This suggests that the focus areas in school are specifically supporting our disadvantaged young people to make progress in their outcomes.

The percentage of 5+ strong passes from the disadvantaged cohort has increased from 13.8% to 15.4% and the percentage of 5+ standard passes has increased from 19% to 26.9%. Again, our disadvantaged cohort have seen greater improvement from 2024 to 2025 than our non-disadvantaged cohort and they are also taking an average of 0.8 more GCSE entries per scholar. Notably, our percentage of scholars achieving 9-4 grades including English and Maths has risen from 22.4% in 2024 to 30.8% in 2025.

Our disadvantaged entries for the EBacc qualification have risen from 22.4% in 2024 to 32.7% in 2025, with the standard pass rate increasing from 5.2% to 17.3% and the strong pass rate increasing from 3.4% in 2024 to 16.7% in 2025.

Average Attainment 8 scores have improved from 2024 to 2025 in all English, maths, EBacc and the Open qualifications. The increasing are as follows from 2024-2025: 5.62 to 7.48 in English; 5.62 to 5.92 in Maths; 6.93 to 8.53 in the EBacc qualifications; 6.22 to 8.63 in the Open qualification.

#### Attendance

The attendance figures for the academic year 24/25 continue to rise with overall attendance reaching 90.3% from 85.2% the previous year, and disadvantaged attendance increasing from 79.7% to 86%. The gap still remains but this year the disadvantaged cohort attendance overtook the non-disadvantaged cohort from the previous year.

The overall school attendance saw a 5.1% increase from the previous academic year. The disadvantaged cohort saw a 6.3% increase from the previous academic year. This figure is particularly pleasing as our disadvantaged cohort have made more progress in

terms of attendance to school than our non-disadvantaged cohort and this suggests the measures the academy have put into place to support attendance is supporting this cohort successfully.

Persistent Absenteeism remains an issue for our disadvantaged scholars with the figures for 24/25 showing that the disadvantaged cohort as a persistent absenteeism outcome of 45.4% compared to our non-disadvantaged outcome of 20.8%. Despite the improved attendance figures, our persistent and severe persistent absence figures continue to reveal the gap between our disadvantaged and non-disadvantaged cohorts. This is of particular concern, as if scholars are not in school, we cannot teach them and they become less likely to achieve our aim of scholars reaching university, or a real alternative.

#### Behaviour

Our internal reset (isolation) figures for the year were 3283 incidences, 2337 of which were from disadvantaged scholars. This suggests that more work needs to be done to support our disadvantaged cohort with behaviour issues. There were a number of repeated offenders in this cohort and the more time out of lessons the cohort spends, the more difficult the learning will become. We need to ensure we are putting increased strategies in place in order to support the disadvantaged cohort to be in lessons as much as possible.

The suspension figures for the year were disproportionately represented by the disadvantaged cohort. Of the suspension figures, 76% of scholars suspended in the academic year 24/25 were disadvantaged scholars. These figures support the behaviour figures we see in that the majority amount of reset incidences were from our disadvantaged cohort but these figures also indicate that the higher level presentation of behaviour issues come predominantly from the disadvantaged cohort and as a school we now need to look at the support and interventions we have in place to combat these issues.

#### 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.

#### Class Charts and Questioning Strategies:

Class Charts 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 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 successfully recruited 2 new senior leaders, a curriculum leader, and an early-careers teacher, 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, supporting improvements in knowledge retention among pupils.

#### Targeted Academic Support: Period 6 After-School Programme:

Period 6 (P6) after-school sessions were 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 multi-tier approach to intervention in English and Maths for Year 11 Pupils has been developed to fill learning gaps.

Additional catch-up programs like Fresh Start and Maths 1-1 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.

### 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:

Step Out provides alternative provisions for Pupils struggling to engage with mainstream education.

#### Apollo Focus on Attendance:

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

#### Family Liaison Officer:

A Family Liaison Officer was appointed to support families and scholars and improve attendance and barriers to education for our disadvantaged cohort.

#### 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. We are revising our reset and triage structures, and we continue to support these areas by deploying staff in the areas they can support in the most, whilst providing support and CPD to continue develop staff expertise.

#### 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. There are many areas where disadvantaged achievement and engagement with school is developing but these improvements are not evident in all areas of school. 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 to refine its approaches to further close gaps in achievement and

engagement, using data and expertise to continue to close the disadvantage and support all our scholars to reach university, or a real alternative.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*