

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	Astley Community School
Number of pupils in school	558
Proportion (%) of pupil premium eligible pupils	25% (143)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Graham Scott (Head of school) John Barnes(Executive Headteacher)
Pupil premium lead	Angela Kelly
Governor / Trustee lead	L Coatsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,307 to March 2022 (April onwards tbc)
Recovery premium funding allocation this academic year	£11,080 to March 2022 (April onwards tbc)
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	£82,387 to March 2022 (April onwards tbc)

Part A: Pupil premium strategy plan

Statement of intent

The impacts of Covid 19 and lockdown have a disproportionately negative impact on disadvantaged pupils. This has significantly impacted upon each of the key challenges identified within this Pupil Premium Strategy Document.

Ultimate objectives for disadvantaged pupils

That no pupil is disadvantaged by their financial or social circumstances.

That disadvantaged learners have curriculum and wider curriculum equality with their non-disadvantaged peers and that the curriculum gives them the knowledge, skills and cultural capital they need to succeed in life.

That disadvantaged learners make increasingly good progress year on year.

That disadvantaged learners receive high quality teaching that supports them in becoming literate, independent, numerate, and culturally aware.

That disadvantaged learners are supported pastorally, so that their behaviour, emotional resilience, and mental health do not act as barriers to achievement.

Key principles of the strategy plan

Seaton Valley Federation will take a three-tiered evidence-based approach (recommended by the Education Endowment Foundation) in this strategy to achieve the intended outcomes. The three-tier approach will focus on teaching, targeted academic support, and wider school strategies. High quality teaching will be at the heart of our approach, with a focus on strong in class support for disadvantaged learners. This has proven to have the greatest impact on closing the attainment gap between disadvantaged learners and their non-disadvantaged peers. We also base our strategy on the individual needs of our disadvantaged learners and not on assumptions about disadvantage. We also ensure that in order to make the biggest difference, we focus on a small number of evidence based strategies with a proven track record of success.

We will be linking this strategy with the federation's development plan to ensure a consistent federation wide approach and is consistent with the Federation's plans for recovery from the Covid-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged learners have weaker literacy, numeracy, oracy and independent learning skills.
2	Many disadvantaged learners have difficulties with mental and emotional health and a lack of resilience.
3	Many of our disadvantaged pupils lack cultural experience, knowledge, and skills that they need to aspire to success.
4	Some disadvantaged learners require financial support to enable them to fully access a broad and balanced curriculum.
5	Consistently high quality first teaching is not yet of a consistently high standard in all classrooms
6	The impacts of Covid 19 and lockdown have a disproportionately negative impact on disadvantaged pupils compared to their non-disadvantaged peers

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
Improve 'quality first teaching, 'post Covid in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts.	<ul style="list-style-type: none"> • School QA process (learning walks, lesson observations, work scrutiny) show that disadvantaged learners experience learning episodes that allow at least good progress to be made.
Diminish the gap in attainment in English and Maths between disadvantaged and non-disadvantaged learners.	<ul style="list-style-type: none"> • The attainment gap between disadvantaged learners and others nationally is smaller. • Year 11 disadvantaged learners achieve challenging targets in attainment.
Improve the mental health, wellbeing and resilience of disadvantaged students.	<ul style="list-style-type: none"> • There will be a decrease in pastoral referrals to the School Counsellor and in-school well being support staff. • Students will have a range of strategies that build resilience, emotional regulation and independence. • Students will develop and implement their metacognitive and independent learning skills (the processes used to plan, monitor, and assess their understanding and performance) to build on their resilience, self help and independent learning skills.
The cultural experience of disadvantaged learners will increase and broaden.	<ul style="list-style-type: none"> • All disadvantaged learners will engage with at least one extracurricular activity per year. • Tracking of extra-curricular activities will demonstrate the breadth of opportunities offered to disadvantaged learners.
Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers.	<ul style="list-style-type: none"> • No disadvantaged learner will be excluded from any school activity due to financial reasons.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Assistant Head to oversee PP strategy with Disadvantaged Lead as support</p>	<p>Research and analysis overview: Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p> <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p> <p>EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</p> <p>Successful schools 'have clear, responsive leadership' DFE 'Supporting the attainment of disadvantaged pupils; articulating success and good practice.</p>	<p>1 - 6</p>
<p>CPD to improve the consistency and quality of teaching and learning post Covid and to allow teachers to rediscover skills and strategies lost</p> <ul style="list-style-type: none"> ● collaborative learning ● seating for learning ● effective questioning ● modelling and scaffolding ● low stakes quizzing 	<p>Quality first teaching is vital to the successful outcomes of all pupils</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 5, 6</p>

<ul style="list-style-type: none"> • differentiation • quality feedback 		
<p>Development of whole school Oracy programme in tutor time</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>
<p>To embed the SVF Literacy, Independence, Numeracy and Culturally Aware (LINC) initiative across the school.</p> <p>Expert CPD on metacognition to develop teachers' understanding.</p>	<p>Literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Numeracy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Independence: Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Culture: Cultural capital is inculcated in the higher-class home, and enables the higher-class student to gain higher educational credentials. Schools should address this to maximise achievements of disadvantaged pupils</p>	<p>1, 5, 6</p>

	(PDF) Cultural Capital and Educational Attainment (researchgate.net) Disadvantage and cultural engagement - Cultural Capital conference A New Direction	
Use Accelerated Reader to identify and raise reading comprehension for all Year 9 students.	Evidence suggests 6+ months impact Accelerated Reader EEF (educationendowmentfoundation.org.uk)	1, 6

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring and tracking to identify student needs and concerns and to signpost interventions in English and Maths. Maths <ul style="list-style-type: none"> • Use of seating plans to ensure PP students receive swift support and feedback • Creation of bespoke unit work booklets and lesson slides to be used consistently by all staff across y9-11. Current research in maths teaching (paired examples, reducing cognitive overload, minimally 	The benefits of securing good skills and grades in these key subjects is clear: even modest incremental improvements in GCSE attainment have sizeable lifetime economic returns. Mathematics EEF (educationendowmentfoundation.org.uk)	1, 6

different questions) to be used to ensure that students are engaged, able to understand and then challenged. Students to write on these booklets which become invaluable revision documents, and a source of student pride. Each booklet to have a unit assessment and a feedback sheet for teacher comments, self reflection and peer review. Enables students to recognise their strengths and weaknesses.

- At the end of each unit, students with gaps to be selected for small group intervention with our intervention teacher to address their misconceptions and rebuild mathematical confidence. The outcomes of the intervention sessions to be shared with the class teacher and all intervention content to be documented. PP students selected first for this intervention. All PP students to have at least one block of intervention per term.
- Records to be kept of students who did not engage with home learning and these students also selected for intervention (rolling rota) to enable gaps to be filled. The intervention to be within the school day during maths lesson time.
- Students to be also selected for intervention if there are attendance gaps
- Termly progress tests to be used to identify gaps and next steps. After each progress test, three students per class to be identified for closer monitoring of classwork, homework and work rate. This is to be consistently applied across all sets. Contact is made with student, parent and SPL.

- Hegarty Maths subscription to ensure that all students have access to high quality and appropriate maths homework. Homework set weekly and reviewed by the class teacher. Students are provided with a helpful video and opportunities to get hints if they are stuck. Hegarty maths is also to be used for revision and as catch up for lost learning or for students who are isolating. Prizes and certificates are issued half termly.
- Use of 25 students from y12/13 to assist in maths lessons. They are to have a copy of the seating plans and give extra support to pp students within the lesson. Speedy and regular help to reduce misconception and increase confidence and work rate for students. The y12/13 to provide good aspirational role models for younger students.
- Ensure that PP students are exam ready by purchasing calculators and other equipment for those where financial barriers impact
- Maths to have an extra teaching group in year 11 to ensure that sets are small and teachers can monitor student progress more carefully. The foundation tier sets sizes to all be below 20. PP students can access specific support more readily.
- Students to be provided with a maths revision pack in the Spring term. Past papers to be completed once per cycle, feedback given and revision material updated. SLT to provide catch up sessions for those students who are unable to meet deadlines or complete work at home. Regular contact to be made between class teacher, HOF and parent/carer if

students are not completing revision to the best of their ability.

- Students to be invited to participate in a variety of extra curricular activities over the course of the year
 - UKMT maths challenge
 - AMSP maths feast
 - Newcastle University Maths Inspiration Event
 - Newcastle University WISDOM event
 - Newcastle University GCSE to A level transition
 - Newcastle university students into schools events
- Y11 Revision classes to start with the trial exams in November. There is to be a 4 week after-school revision programme in January specifically targeting grade 3/4/5 PP students.
- Revision sessions to be open to all and begin on a weekly basis in February.
- Students to be invited to a crammer day in the Summer term.
- Hold a parents information workshop event in the spring term where ideas will be shared for how to help students with revision.

English

Improve teaching in the following ways:

- Question PP to ensure topics understood before moving on
- Use word banks and vocabulary lists to extend vocab and close the gaps
- Use of writing frames and sentence stems
- Deliberate seating supports learning
- Students chased up when attendance is an issue

[Improving Literacy in Secondary Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

<ul style="list-style-type: none"> ● Set high expectations for all: evidenced in language used in learning objectives ● Use of Sixth Form mentors in lessons ● Detailed personalised teacher feedback ● Use of model and exemplar answers for exam questions <p><u>Year 11 exam ready PP</u></p> <ul style="list-style-type: none"> ● Before school and after school revision sessions ● Targeted support for PP students with specific intervention to meet their needs Individual intervention plans following progress tests ● SLT readers to disadvantaged year 10 students ● Writing intervention outside of lessons for disadvantaged students - year 11 focus <p><u>Interventions (outside of lessons)</u></p> <ul style="list-style-type: none"> ● Aspirational events led by guest authors, poets and theatre trips to engage and increase motivation levels ● Parents information evening – English workshops for parents to help them support students at home ● Theatre trips - years 9 - disadvantaged students funded ● Education visits - funded for PP 		
<p>SEN interventions for SEND K and pupils with EHCPs</p> <ul style="list-style-type: none"> ● SEN K pupils will have targeted interventions at least once per cycle. ● EHCP pupils will have interventions in line with the provision identified within their EHCPs. ● This may be as direct targeted interventions as well as discrete interventions embedded into all aspects 	<p>SEN Code of Practice (2014) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Over 1 in 100 people are autistic and the number of children receiving an autism diagnosis is rising.</p>	<p>1, 2, 6</p>

of the pupil's school day. These may focus on academic support, social skills, communication skills, self regulation, behaviour and emotional and mental health.	https://www.autismeducationtrust.org.uk/resources/aet-schools-competency-framework	
Targeted catch-up and revision sessions for Y11 across all subject areas.	Extending school time EEF (educationendowmentfoundation.org.uk)	1, 2, 6
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	Small group tuition EEF (educationendowmentfoundation.org.uk) School-led tutoring: guidance and tracker tool - GOV.UK (www.gov.uk)	1, 2, 5, 6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that disadvantaged learners have access to a rich set of experiences that develop and stretch their talents and interests.</p> <ul style="list-style-type: none"> Wide range of extra-curricular clubs and activities are run and school ensures disadvantaged learners are given opportunities to be involved. 	<p>EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment</p> <p>Children's University EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 6

<p>Remove the financial barriers that prevent learning.</p>	<p>Pupil Premium gives additional public funding to schools in order to close this gap Pupil Premium Guidance iPDF.pdf educationendowmentfoundation.org.uk</p>	<p>4</p>
<p>Further raise levels of parental engagement and aspirations to improve our disadvantaged learners' life chances.</p> <ul style="list-style-type: none"> ● Further develop PTA and provide more opportunities for parents to engage with school. ● Further develop use of 'My child at school' to communicate with families. ● Develop opportunities for parents to attend study skill support sessions 	<p>EEF research suggests that parental engagement can add up to an additional 3 months of progress to pupil attainment) EEF_Parental_Engagement_Guidance_Report.pdf educationendowmentfoundation.org.uk</p> <p>School communications are more effective if they are personalised, positive and linked to learning</p>	<p>2, 3, 6</p>
<p>To embed the SVF Behaviour, Emotional, Achievement and Mental Health (BEAM) initiative across the school to develop resilience and positive mental health, as identified within the Federation Development Plan.</p> <p>Behaviour to be the best it can possibly be, with all staff consistent and “on-board” with the application of BFL principles.</p> <p>Emotional welfare of everyone to be a key focus post-Covid. Recognition of the key demands of returning to school and some form of normality. Some people will cope well, others won't.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL</p>	<p>2, 6</p>

<ul style="list-style-type: none"> • Implementation of a dedicated Support Officer as part of the pastoral Team. <p>Achievement Welfare to prepare students fully for all assessments in order that everyone can achieve their potential. Particularly important when many have not had any real formal assessments in a long time.</p> <ul style="list-style-type: none"> • Ensure that students have everything that they need for learning and that attitudes, ethos and environment supports this. • Ensure that we all work together to promote LINC students. <p>Mental Health:</p> <ul style="list-style-type: none"> • Provide a first class offering for all stakeholders to support them through school. Recognition of the issues faced recently and the impact of MH and personal thoughts. Pastoral staff (but all staff really) to be acutely aware of the immediate signs of MH issues) • MH leads to keep all staff updated and informed with new concepts and ideas. • Appointment of school counsellor • Access to the newly established Support officer, as part of the pastoral offer. 	<p>can lead to learning gains of +4 months over the course of a year.</p> <p>☰ SVF Development Plan 2021-22</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?</p>	
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Total budgeted cost: £140,000 for full academic year (NB April-August 2022 allocations still tbc)

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.

The **impact of school closures** was mitigated by the level of support we provided to disadvantaged learners during the periods of school closures and partial closures, for example, provision of ICT equipment so that disadvantaged learners could access our online provision. Our online provision was quality assured by SLT to ensure that all pupils received high quality remote education that included pre recorded lessons, links to high quality online resources, and lessons taught via Google Classroom. Students' received frequent marking and feedback on their work, enabling them to have regular contact with their subject teachers.

Disadvantaged pupils were also encouraged to attend our Key Worker and vulnerable in school provision. At the start of the school closures in January 2021, the percentage of Disadvantaged learners attending the school provision was less than 1% across the school cohort. This rose to 4% by 1st March 2021. For those learners not accessing in-school provision, access to Google Classroom for Disadvantaged learners was monitored on a weekly basis. In Year 9, initially 32% of the Disadvantaged students accessing remote learning engaged with the learning. By the beginning of March 2021 this rose to 68%. This improvement in engagement is due to the monitoring process and disadvantaged students accessing the Key Worker/Vulnerable students provision in school.

In Year 10, initially only 27% of disadvantaged learners engaged with remote learning. This unfortunately declined and dropped to 35%, despite frequent phone calls to parents, emails to students, google classroom chats.

In Year 11 initially only 48% of disadvantaged learners were engaging. This rose over a period of 6 weeks to 78% engagement. This improvement in engagement is due to the monitoring process and disadvantaged students accessing the Key Worker/Vulnerable students provision in school.

Teaching

Staff received ongoing CPD as part of the Federation's Teaching and Learning programme, which include quality first teaching strategies, including quizzing, modelling and targeted questioning. Learning walks, lesson observations and work scrutinies reveal that in class support for disadvantaged learners was making steady improvement across school. This focus should be maintained into the next academic year to refresh teacher skill and embed best practice that may have been lost due to the COVID-19 pandemic and the negative effect that lockdown may have had on disadvantaged learners.

Targeted Academic Support

Early morning study skills and revision sessions were established specifically for Year 11 Disadvantaged students, where breakfast was provided. This aimed at helping students develop skills to become more independent in their learning and to develop revision and metacognitive techniques to support them in their exams, as well as future study opportunities. Homework revision sessions were also offered.

In 2020-2021 the P8 gap was -0.52 and A8 gap -1.4. However 47% of PP students had a positive P8 score and 61% of non-PP students had a positive P8 score.

Wider Strategies

No pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed. During school closures, disadvantaged pupils were regularly contacted at least weekly to offer support to families that may be struggling and food parcels, free school meals, food vouchers and ICT equipment were delivered to families in need. Regular contact was kept with families who were considered vulnerable in order to monitor behaviour, mental health and well being during the school closure and interventions were put in place where needed. On return to school, we also used pupil premium funding to provide wellbeing support for disadvantaged learners through our pastoral system.

A tracking document was used to track disadvantaged involvement with all arts, sporting, STEM and personal development activities provided by school and revealed that disadvantaged pupils had been given equal opportunity to participate in these activities. This was very successful and revealed that pupils were still offered a rich variety of opportunities in spite of the COVID-19 restriction.

Weekly 'Student Spotlights' identify key Disadvantaged Pupils, providing staff with information which will support the pupils' learning and attainment.

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
N/A	

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?	Service pupil premium funding was amalgamated with wider pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	See above for impact details on all disadvantaged pupils, including service children.

Further information (optional)

N/A