



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	604
Proportion (%) of pupil premium eligible pupils	22.5% (136)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Goodman (Head of school) John Barnes(Executive Headteacher)
Pupil premium lead	Kirstin Clennell, Kath Lennon
Governor / Trustee lead	L Coatsworth



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,356
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£33,672
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£158,028



Part A: Pupil premium strategy plan

Statement of intent

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.

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

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', 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.



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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 extra-curricular 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
Assistant Head to oversee PP strategy with Disadvantaged Lead as support	<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'. 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>	1 - 6	
CPD to improve the consistency and quality of teaching and learning and to allow teachers to rediscover skills and strategies lost <ul style="list-style-type: none">• collaborative learning• seating for learning	<p>Quality first teaching is vital to the successful outcomes of all pupils</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5, 6	



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<ul style="list-style-type: none"> • effective questioning • modelling and scaffolding • low stakes quizzing • differentiation • quality feedback 			
Development of whole school Oracy programme in tutor time	<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>	1, 6	
<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>	1, 5, 6	<p>This has been a part of our whole school focus and runs through the Federation Development Plan. Appraisal targets all have a literacy or Numeracy component dependent upon faculty.</p> <p>Developing staff and pupil understanding of metacognition has been a key part of CPD for the coming year, Training opportunities have been identified as part of the T&L framework.</p>



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	<p>Culture:</p> <p>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>(PDF) Cultural Capital and Educational Attainment (researchgate.net)</p> <p>Disadvantage and cultural engagement - Cultural Capital conference A New Direction</p>		<p>Pupils are given a wide range of opportunities to engage in Culture Activities. These include the Y10 Culture Capital Booklet, Thematic English Literature trips to Beamish (Dickens's Christmas Carol), Wor Bella trip, Activities week allowed pupils to participate in a wide range of sporting, cultural and environmental activities which were subsidised by the school, there not hindering an Disadvantaged pupil's opportunities to participate.</p>
<p>Use Accelerated Reader and Lexia to identify and raise reading comprehension for all Year 9 students.</p>	<p>Evidence suggests 6+ months impact</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>	<p>All Year 9 pupils do Accelerated Reader programme and have Lexia screening. Identified pupils are enrolled on online Lexia interventions.</p>



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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Regular monitoring and tracking to identify student needs and concerns and to signpost interventions in English and Maths.</p> <p>Maths</p> <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 different questions) to be used to ensure that students are engaged, able to understand and then challenged. Students write on these booklets which become invaluable revision documents, and a source of	<p>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.</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p>	1, 6	



<p>student pride. Each booklet has a unit assessment and a feedback sheet for teacher comments, self reflection and peer review. Enables students to recognise their strengths and weaknesses.</p> <ul style="list-style-type: none">• 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 will have at least one block of intervention per term.• 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			
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<p>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.</p> <ul style="list-style-type: none">• Sparx Maths subscription to ensure that all students have access to high quality and appropriate maths homework. Homework is set weekly and reviewed by the class teacher. Students are provided with a helpful video and opportunities to get hints if they are stuck. Sparx Maths is also to be used for revision and as catch up for lost learning. Prizes and certificates are issued half termly.• Use of 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			
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<p>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.</p> <ul style="list-style-type: none">• Ensure that PP students are exam ready by purchasing calculators and other equipment for those where financial barriers impact• Maths have an extra teaching group in year 10 & 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 are provided with a maths revision pack in the Spring term. Past papers to be completed once per cycle, feedback given and revision material updated. Regular contact to be made between class teacher, HOF and			
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<p>parent/carer if students are not completing revision to the best of their ability.</p> <ul style="list-style-type: none">• 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. January revision programme will specifically target 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.			
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<ul style="list-style-type: none">• Hold a parents information workshop event in the spring term where ideas will be shared for how to help students with revision. <p>English</p> <p>Improve teaching in the following ways:</p> <ul style="list-style-type: none">• 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• Set high expectations for all: evidenced in language used in learning objectives• Use of Sixth Form mentors in lessons/library• 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	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)		
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<p>intervention to meet their needs</p> <p>Individual intervention plans following progress tests</p> <ul style="list-style-type: none"> • 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 - disadvantaged students funded • Education visits - funded for PP • Beamish trip organised in conjunction with teaching Charles Dickens' <i>A Christmas Carol</i> to year 10 			
<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. 	<p>SEN Code of Practice (2014)</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>	1, 2, 6	.



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<ul style="list-style-type: none">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 of the pupil's school day. These may focus on academic support, social skills, communication skills, self regulation, behaviour and emotional and mental health.	<p>Over 1 in 100 people are autistic and the number of children receiving an autism diagnosis is rising.</p> <p>https://www.autismeducationtrust.org.uk/resources/aet-schools-competency-framework</p>		
Targeted catch-up and revision sessions for Y11 across all subject areas.	<p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	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	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>School-led tutoring: guidance and tracker tool - GOV.UK (www.gov.uk)</p>	1, 2, 5, 6	

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



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Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<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 the 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</p> <p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p>	4	
<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	<p>EEF research suggests that parental engagement can add up to an additional 3 months of progress to pupil attainment)</p> <p>EEF Parental Engagement Guidance Report.pdf</p>	2, 3, 6	



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<p>opportunities for parents to engage with school.</p> <ul style="list-style-type: none">• Further develop use of 'My child at school' to communicate with families.• Develop opportunities for parents to attend study skill support sessions	<p>(educationendowmentfoundation.org.uk)</p> <p>School communications are more effective if they are personalised, positive and linked to learning</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> <ul style="list-style-type: none">• Implementation of a dedicated Support Officer as part of the pastoral Team.	<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><u>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.</u></p>	2, 6	



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.

- 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.

Mental Health:

- 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.

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.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?>



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| <ul style="list-style-type: none">• Appointment of school counsellor• Access to the newly established Support officer, as part of the pastoral offer. | | | |
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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 2022 to 2023 academic year.

Please refer to the review column in the information above.

Teaching

- AHT and PP leads attend termly PP Network meetings.
- Ongoing whole school and faculty training and bespoke CPD via the pathways programme.
- QFT is still a key priority and staff are regaining skills and best practice which was impacted upon by Covid.
- Teaching & Learning CPD programme has focussed on key strategies recommended by the EEF as to having the biggest impact on Disadvantaged pupils, which include:
 - collaborative learning low stakes quizzing
 - mastery of concepts, vocabulary etc.
- Bespoke training on offering advice and good practice to all staff to focus on teaching disadvantaged pupils within our school's demographic.
- Faculties have updated marking and feedback policies.



- All staff develop and embed Oracy as part of a whole school package. This is delivered in form time and follows weekly themes to develop Culture Capital and general knowledge as well as specific vocabulary. The themes and topics have been chosen by faculties to ensure a broad and balanced range of topics.

Targeted Academic Support

Maths

- Annotated seating plans are used in all maths lessons.
- Work booklets have been created and used in all maths lessons. We are currently adding additional resources which have more scaffolding for students with particular maths weaknesses.
- Maths classrooms have been decorated in neutral colours and displays have been minimised at the front of the classroom to reduce cognitive overload.
- Students took home a folder of completed work booklets at the end of each half term.
- Each student has a feedback folder which stores unit assessments, feedback sheets and progress tests. We have also added a target sheet.
- When completing the feedback sheet, students are forced to recognise and record any knowledge gaps
- BTT is employed full time to provide small group maths intervention. The first 2 weeks of every half term focuses on intervention for disadvantaged children. Student selection for subsequent weeks depends on the identification of gaps from unit tests, or catch up for students who have been absent.
- This model has proved to be successful and parents have appreciated the home contact.
- Sparx maths is used for all students across y9-11. Weekly homework with opportunity for help and guidance in lessons and after school.
- Catch up sessions staffed by maths faculty for those who have not completed the weekly task.
- Opportunities to access ICT before/after school and lunch to enable access for all.
- Provision of homework support for SEN students via LSA support.
- Y9 have a Sparx lesson once per cycle to ensure that good work routines regarding homework are established early.
- This scheme worked exceptionally well in 2022/23 The y12&13 were great role models. There were noticeable improvements in behaviour and engagement
- All disadvantaged students were provided with the opportunity to loan a scientific calculator.
- All disadvantaged students in y9/10 were allowed to use a school calculator in lessons.



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- The smaller y11 teaching groups allow for better live marking and more support with tackling misconceptions
- Students were given clear deadlines for past paper completion, and frequent reminders on google classroom. All y11 students were issued with the papers on the same day and the deadline was the same for each group. SLT supported DA students who had difficulties with meeting deadlines.
- Telephone calls and emails home helped some students to stay on track.
- week revision cycle enabled these students to start their revision early and to develop some useful strategies
- There were 5 maths revision groups running weekly
- There was a well attended crammer day on the Wednesday of the May half term
- CW/AB ran this workshop

English:

- Vocabulary banks stuck into front cover of student exercise books to be referred to as unit is being taught.
- Writing frames implemented when necessary and differentiated/adapted for different abilities and needs
- Seating plans highlight PP students and allow teachers to target
- Catch up sessions organised for missed learning
- feedback is personalised and model answers are used in lesson to support progress
- Before and after school sessions were delivered in preparation for the summer exams and attendance of PP students highlighted
- SLT continue to read to key year 10 group this year

SEN:

- SEN pupils have targeted interventions at least once per cycle in line with EHCP provision.
- Those who are SEN K have intervention following Assessments undertaken by the SENCo. They may also have bespoke social communication interventions.
- SEN pupils are included in all school trips and have access to a broad and balanced range of activities, such as Activities Week, Beamish, Durham Arts trip, the Hartley project

Targeted catch up and revision sessions



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Wider Strategies

No pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed. Weekly 'Student Spotlights' identify key Disadvantaged Pupils, providing staff with information which will support the pupils' learning and attainment.

To help families manage with budgeting and finances in the home, a cost of living guide has been produced and is updated termly. This information is placed on the school website.

Weekly cost saving tips are shared with families on a weekly basis via the MCAS app and social media platform, as well as the school webpages.

Link with the senior students and librarians to record who is using the library, focus on guiding disadvantaged students to use the library who have highlighted through the pupil passports who need access to computers to complete homework.

New clubs introduced including Coding Club, Lego club and a Charity club have been introduced, offered to all but disadvantaged students encouraged to join, all registers tracked the highlight the PP students.

We have provided help with uniform, equipment, computers, Peripatetic music tuition, activities week, purchase of revision guides. There is a full enrichment programme including sporting, music, arts and STEM. There are opportunities for personal development such as a mental health workshop, youth parliament, All of these are tracked to monitor attendance and opportunities offered.

Prior to parents evening, contact made to all parents of Disadvantaged Pupils to encourage attendance.

Pastoral support increased through new appointments within the Pastoral Team to include pastoral support workers and school counsellors.

Mental Health and Resilience workshops were run as pastoral and bespoke offers.

Duke of Edinburgh staff have applied for funding to support disadvantaged students with the overall cost of specific trips.



Opportunities have been provided for disadvantaged students to work with Northumbria University to raise aspirations and what to consider when they leave school. Follow up sessions will also be available throughout the year.


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)

The school has established academic mentors and has registered with the National Tutoring programme. Evidence of interventions is centrally recorded and includes bespoke interventions and additional teaching. This aims at raising attainment, engagement and aspirations.

 National tutoring programme evidence.

A cost of living support guide has been developed and shared with all families within the SVF. These are updated termly.



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