

Pupil Premium Development Plan (PPDP)

2019–2020 Academic Year

Astrea Academy Dearne

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Pupil Premium is additional funding given to schools to enable them to support disadvantaged pupils, maximise their progress and close the attainment gap between them and their peers. A key challenge for the school is to support students who are eligible for Pupil Premium funding. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a personalised approach to ensure that their progress and attainment is maximised. The DfE has no particular view on using the Pupil Premium funding on whole-school initiatives as long as the progress and attainment gap is closing between the highest and lowest achieving pupils, within a school context of generally improving attainment. The DfE and Ofsted are unanimous in their belief that Pupil Premium funding can be spent ‘where school leaders feel it is most needed’ as long as every effort is taken to ensure that all students, regardless of their background or ability, is given the opportunity to excel academically.

Financial Information Summary

School Type	Astrea Academy Dearne
Academic Year	2019 – 2020
Total number of pupils	1032
Number of pupils eligible for Pupil Premium	515
Percentage of Ever6/LAC/Service	49.9% Y11 (46%) Y10 (51%) Y9 (50%) Y8 (53%) Y7 (45%)
Total budget allocated from the DFE	£481525
Total budget allocated for Pupil Premium	£486128
Last external PP review	Marc Rowland – 20 th March 2019
Next external PP review	TBC
Last internal PP review	September 2019
Upcoming Internal Reviews	Subject Deep Dives

School Evaluation of Current Attainment and Progress (for pupils eligible for PP funding)

<p>Students' achievement</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ Average attainment figure has improved. ⊕ Average grade in maths has improved. ⊕ Average grade in English has improved. ⊕ Average attainment in Ebacc and Open subjects has improved. ⊕ Average attainment of high ability disadvantaged students has improved. <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ Narrow the progress gap between disadvantaged students (-0.41) and 'other' (-0.06). ⊗ Improve the progress made by high ability disadvantaged students.
<p>The quality of teaching</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ GRIT lesson structure is well-embedded and provides a good routine for students to maintain pace and work for a significant amount of time. ⊕ Whole class feedback is consistent across school and used positively by staff. ⊕ Live marking in lessons is highly valued by students. ⊕ Teaching staff complete post-assessment learning sheets to target individual students. ⊕ Structures in place to support teachers delivering outside their area of expertise. ⊕ Funding for literacy intervention has been used well. Sound training package evidence shows the average student made 28 months gain in their reading age. <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ Live marking becomes a consistent feature across lessons. ⊗ Raise the profile of post-assessment learning to inform effective planning. ⊗ Continue to improve outcomes to mirror quality teaching over time.

<p>Behaviour and safety</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ The school has high expectations for behaviour and conduct. ⊕ Approach to learning is good and is reviewed regularly. ⊕ Bullying is not tolerated and where it occurs it is dealt with quickly and effectively. ⊕ Students enjoy seeing that hard work and good attendance links to rewards and success. ⊕ Links with EWO have improved attendance over time. ⊕ Students say they feel safe and valued. <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ Not all students have consistently positive attitudes and commitment to their education. ⊗ Not enough students yet make a tangible difference to the life of the wider community. ⊗ Overall attendance figure still needs to improve.
<p>Leadership and management</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ The quality of teaching and development in certain faculty areas such as Humanities has improved. ⊕ Leaders continue to set high expectations and challenging, aspirational targets for all students (1 grade above average) and staff (faculty targets between FFT 50 and FFT 5). <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ The progress gap between disadvantaged students and ‘other’ has widened from 0 to –0.35 and needs to be halved. ⊗ Continue to improve outcomes to mirror quality teaching over time. ⊗ Some teacher routines in lessons need strengthening to provide more consistency for students.

Overview of in school barriers (issues to be addressed in school)

A	Disadvantaged students continue to join the school with weaker than average literacy skills
B	Disadvantaged students generally have lower aspirations and motivation to be successful
C	Disadvantaged students will sometimes withdraw from completing work or working as hard as their peers
D	Disadvantaged students tend to not prepare thoroughly and effectively for key assessments and examinations

Recommended foci carried forward from the PPDP review 2019

1. Half the progress gap (between disadvantaged students and their peers) from -0.35 to -0.17
2. Narrow the attainment gap (between disadvantaged and their peers)
3. Improve BASICS 5+ (31.9%) and 7+ (3.2%) measures for disadvantaged students
4. Narrow the attendance gap (between disadvantaged students and their peers)
5. Continue to improve the literacy skills of disadvantaged students

Desired Outcomes and Success Criteria 2020

Desired Outcomes		Success Criteria	Hard Targets
A	Improve the overall progress figure of disadvantaged students and half the progress gap to their peers.	Progress gap between PP and 'other' narrowed Attainment gap between PP and 'other' narrowed Basics 4+, 5+ and 7+ narrowed	Progress gap halved from -0.35 to -0.17
B	Improve the annual attendance figure of disadvantaged students and continue to lower persistent absence.	Attendance gap between PP and 'other' narrows	PP attendance increases to 92% PP attendance gap narrows to ≤3%
C	Improve reading, writing and oracy skills of disadvantaged students.	Average reading age is maintained or further improved	Average reading age improvement in line with last year's cohort (28 months gain)
D	Improve student wellbeing, school experiences and reward students for academic success.	Disadvantaged students have more experiences and events in and out of school. More students are well resourced for each school day to be engaged and succeed.	N/A

Disadvantaged Students – Success Tracker

Key

	<i>On track to exceed target</i>
	<i>On track to meet target</i>
	<i>Not on track to meet target</i>

Measure (in school PP Vs Other gaps)	September 2019 Outcomes 2019	October 2019 Review 1	December 2019 Review 2	March 2020 Review 3	May 2020 Review 4	September 2020 Outcomes 2020
Attendance	91.21% (-4.40%)	91.73% (-3.81%)	90.87% (-3.97%)			
PA	25.09% (-16.72%)	25.78% (-11.78%)	28.57% (-15.06%)			
FTE	118 (-74)	50 (-36)	72 (-42)			
Repeat FTEs	82 (-59)	26 (-20)	39 (-29)			
Y11 P8	-0.41 (-0.35)	-1.28 (-0.33)	-1.24 (-0.37)			
Y11 A8	38.1 (-10.8)	30.3 (-6.8)	30.6 (-7.5)			
Basics 4+	54.3% (-22.5%)	28.6% (-21.4%)	33.8% (-17.9%)			
Basics 5+	31.9% (-23%)	14.3% (-12.4%)	14.3% (-8.2%)			
Basics 7+	3.2% (-7.8%)	0.0% (-2.2%)	1.3% (-0.9%)			
Y11 English Att	4.1 (-1.1)	4.2 (-0.6)	3.9 (-0.7)			
Y11 Maths Att	4.0 (-1.1)	2.6 (-1.0)	2.9 (-0.8)			
Y11 EBacc Att	9.94 (-3.85)	7.97 (-2.37)	8.27 (-3.15)			
Y11 Open Att	12.36 (-2.28)	8.75 (-1.96)	9.18 (-1.81)			
Y11 Boys Att	36.0 (-8.2)	28.2 (-8.4)	28.4 (-9.4)			
Y11 Girls Att	39.8 (-13.3)	31.9 (-5.8)	32.4 (-6.0)			
Y11 SEND Att	23.5 (-8.6)	21.6 (-5.7)	21.2 (-6.9)			
Y10 A8	22.2 (-6.8)	22.8	22.8			

Desired outcome A: *Improve the overall progress figure of disadvantaged students and half the progress gap to their peers.*

KPIs: Outcomes measures (P8, A8, Basics 5+, Basics 7+, English/Maths/EBacc/Open basket scores, Y10 A8)

Review Notes 1

Y11 Progress Gap slightly improved compared to summer outcomes

Y11 Attainment Gap narrowed compared to summer outcomes

Attainment gaps narrowed compared to summer outcomes (English, Maths, Ebacc, Open, Girls, SEND)

Review Notes 2

Y11 Progress improving but gap widening (Progress figure lower compared to TTLY)

Y11 Attainment is higher with a smaller gap compared to TTLY

Attainment is higher in English, EBacc and Open compared to TTLY

Review Notes 3

Review Notes 4

Review Notes September 2020 (Outcomes)

Pupil Premium Development Plan (PPDP) 2019–2020

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
Careers Guidance and Support (0.49 of Careers Lead)	EEF Toolkit Strand – Aspiration Interventions	Ensure our PP students receive the correct information and guidance to be educated when they leave school. Improved PP NEET figure.	£19,410	
Online Learning Resources Class Charts Pixl	EEF Homework +5 EEF Digital Technology +4	Teaching and Pastoral staff have access to a greater range of tools to track and drive progress.	£5,375	
Knowledge Organisers By subject and year group	EEF Homework +5	Students have access to a range of resources to help prepare for upcoming units and revise.	£899	
Intervention Highlighting disadvantaged students at risk of underachieving	EEF Small Group Tuition +4 School Intervention Strategies	Improved Y11 outcomes linked to 'Desired Outcome A'.	£7,000	
Total Amount			£32,684	£

Desired outcome B: *Improve the annual attendance figure of disadvantaged students and continue to lower persistent absence.*

KPIs: Attendance, PA,

Review Notes 1

Current PP attendance is above 2019 PP attendance and gap to non-PP is slightly less
% persistent absence of PP is higher than 2019 % PA with a smaller gap to non-PP

Review Notes 2

PP attendance has now dropped below the 2019 figure and gap to non-PP has slightly widened since October
PP attendance is lower than TTYL but the gap to non-PP is not as big as TTYL
% persistent absence is higher than TTYL and there have been 6 more FTEs

Review Notes 3

Review Notes 4

Review Notes September 2020 (Outcomes)

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
Pastoral Support Team HoY salary (% of PP per year group) Assistant HoY (Full allocation) – Primary role to boost attendance	The pastoral team and linked leaders are integral in supporting the PP cohort. The team work collaboratively to support the attendance, behaviour and safeguarding of all PP students.	Improve the attendance of PP students. Reduce the number of FTE for PP students. Support packages are put in place for PP students to ensure they remain in lessons and make expected progress.	£303,621	
Behaviour Workers Full allocation due to a significant amount of their work dedicated to PP students.	PP students are mentored and supported in lessons, during extra intervention sessions and outside of lesson time.	Reduction in number of removes from lessons.	£86,989	
Education Welfare Support	EWO to work with referred students with low attendance ensuring additional support is put in place for the most vulnerable students.	Attendance gap narrowed between PP students and 'other'. PA children receive the correct support. PP attendance figure improves and PA reduced.	£10,927	
Mental Health Mental Health Professional (% PP of full cohort) Mental Health support and resources	EEF Social and Emotional Learning +4	A greater number of students remain in mainstream lessons following support and intervention or whilst ongoing.	£14,223 £3,111	
Attendance Rewards	Range of initiatives including 'Be Here Weeks' and 'PA contracts' to monitor and motivate identified students.	Attendance gap narrowed between PP students and 'other'. PA children receive the correct support. PP attendance figure improves and PA	£3,111	

Pupil Premium Development Plan (PPDP) 2019-2020

		reduced.		
			Total Amount	£421,982
				£

Desired outcome C: Improve reading, writing and oracy skills of disadvantaged students.

KPIs: Reading ages, spelling ages, reading speeds

Review Notes 1

38 Y7 students selected with <99 SATs score

24 students accessing weekly sound training – average progress in reading age made: 2.8

Review Notes 2

Accelerated Reader programme quizzes undertaken by majority of Y7 – word count rewards shared by class and students

Review Notes 3

Review Notes 4

Review Notes September 2020 (Outcomes)

Pupil Premium Development Plan (PPDP) 2019–2020

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
Form Time Reading	EEF Oral Language Interventions +5 EEF Reading Comprehension Strategies +6	Improved average reading ages, spelling ages and reading speed Enhance culture capital	£1,424	
MANACTO	Annual strategy to enhance subject knowledge of English literature students	Improved English literacy attainment and progress outcomes	£1,000	
Lexonik Sound Training	EEF Phonics +4 EEF Oral Language Interventions +5 EEF Reading Comprehension Strategies +6	Improved average reading ages, spelling ages and reading speed	£3,570	
Total Amount			£5,994	£

Desired outcome D: *Improve student wellbeing, school experiences and reward students for academic success.*

Review Notes 1

Review Notes 2

Review Notes 3

Review Notes 4

Review Notes September 2020 (Outcomes)

Pupil Premium Development Plan (PPDP) 2019–2020

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
Rewards	EEF Feedback +8 Success from previous school initiatives where students maintain or improve attendance/progress having experienced rewards	Greater number of students committed to making better progress and improving their attendance figure. Students see the link between these factors and success in their education.	£8,343	
Hardship Fund	EEF Uniform 0	Development of whole school ethos to support discipline and motivated. More students feel part of the school ethos and meet everyday expectations.	£3,681	
Sports Fixtures	EEF Sports Participation +2 EEF Arts Participation +2	Increase engagement in education and participate in additional activities to give a sense of representation and wider experiences.	£4,444	
Alternative Provision	EEF Individualised Instruction +3 EEF Social & Emotional Learning +4	PP students receive assistance with learning materials and access to alternative provisions to reduce FTE and increase their attendance and outcomes.	£9,000	
Total Amount			£25,468	£

Financial Summary

Desired Outcome	Allocated Budget	Actual Spend to Date
A	£32,684	
B	£421,982	
C	£5,994	
D	£25,468	
Total	£486,128	