

1. Summary information										
<b>School</b>	Astrea Academy Dearne			<b>Academic Year</b>	2020/21		<b>Total number of pupils</b>			1131
<b>Total PP budget</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>2020 numbers</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total</b>
			£473,860	<b>PP male</b>	44	44	51	49	50	238
<b>Number of pupils eligible for PP</b>	<b>Oct '18</b>	<b>Oct '19</b>	<b>Oct '20</b>	<b>PP female</b>	50	54	48	57	44	253
	551	555	529	<b>FSM male</b>	43	33	43	35	36	190
				<b>FSM female</b>	59	45	32	45	33	214
<b>Number of pupils eligible for FSM</b>	<b>Oct '18</b>	<b>Oct '19</b>	<b>Oct '20</b>	<b>Date of most recent PP review</b>					20/3/19	
	298	340	404	<b>Date for next review of this strategy</b>					2021 / 2	
<b>Astrea Academy Dearne 2020 – 2021 delivery plan explicit links</b>										
<b>1.9</b>	Identify Y7 cohort to implement high impact literacy strategies to rapidly improve reading ages to at least age expected standards to identified cohort.									
<b>1.10</b>	Implement and monitor impact of knowledge organisers as a five-year revision plan to reduce learning gaps and increase progress and attainment between each assessment point.									
<b>1.15</b>	Raise disadvantaged attainment (currently 4.3) while closing the progress gap (currently 0.43) to within 0.3.									
<b>1.17</b>	Raise the attainment of boys in English (pp HPA) to -0.25 (currently -0.34).									
<b>2.1</b>	Ensure attendance is at least 94.51% and ensure PA does not exceed 13.69%.									
<b>2.2</b>	Ensure the % of students receiving 1+FTEs does not exceed 4.93%.									
<b>2.5</b>	Develop a culture of positive praise where 'good' choices are consistently celebrated by children, parents and staff through a new rewards system.									
<b>4.5</b>	Measure the impact of rewards on increased attendance, progress and attainment, adapting approaches to ensure maximum success.									

<b>2. Current attainment</b>						
	<b>Pupils eligible for PP (Astrea Academy Dearne)</b>			<b>Pupils not eligible for PP (national average)</b>		
	<b>2018</b>	<b>2019</b>	<b>2020 (CAG)</b>	<b>2018</b>	<b>2019</b>	<b>2020 (CAG)</b>
<b>Progress 8</b>	-0.24	-0.20	0.00		PP -0.45, NonPP 0.13	
<b>Ebacc entry</b>	6/85	20/84	16/77		PP 26%, NonPP 43%	
<b>Attainment 8</b>	36.7	41.1	43.2		PP 36.7, NonPP 50.1	
<b>Percentage of Grade 5+ in English and maths</b>	25.9%	35.7%	39%		PP 24.7%. NonPP 49.9%	

### 3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)

#### School based areas of focus

- Issues/barriers to be addressed, such as poor oral language skills, **stated as a positive outcome e.g. improved oral language skills.**
- Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column

Desired Outcome		Success Criteria	Delivery plan links	SLT Strategic Enabler	Timeframe of Priority Area
<b>A.</b>	Improve the overall progress figure of disadvantaged students by increasing the attainment of PP students.	Progress gap between PP and 'Other' narrowed. Attainment gap between PP and 'Other' narrowed. Basics 4+, 5+ and 7+ narrowed	1.10	LHS	One year strategic priority
			1.11	LHS	
			1.15	ASD	
			1.17	ASD	
<b>B.</b>	Improve reading, writing and oracy skills of disadvantaged students	Reading age of PP and 'Other' gap is narrowed and average reading age is maintained or further improved.	1.9	JHN	Three year strategic priority
<b>C.</b>	Improve student wellbeing, school experiences and reward students for academic success	Disadvantaged students to have more experiences and events in school and out of school. More students are well resourced for each school day to be engaged and succeed. This will be measured by an increase in attendance and a reduction of FTE for PP pupils. Increased number of PP pupils receiving awards in school.	2.2	DCY	Three year strategic priority
			2.5	BHY	
<b>D.</b>	Improve the annual attendance figure of disadvantaged students and continue to lower persistent absence	Attendance gap between PP and 'Other' narrows	2.1	DCY	One year strategic priority

#### 4. Planned expenditure

Academic  
year

2020/ 2021 - £473,680 £450,500 – accounted for within this plan

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
A	Knowledge organisers used as a tool for home work and low stakes quizzing in school.  £2000	Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a> This coupled with homework (+5 months progress gains) will enable pupils to become leaders of their own learning.	Termly feedback during SIP action plan feedback schedule  Leadership Appraisal	LHS	Termly Annually

B	<p>Form time reading</p> <p>£5000</p>	<p>This approach has been found to make a positive impact on reading <a href="http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&amp;context=reading_horizons">http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&amp;context=reading_horizons</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a> Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p>	<p>QA carried out by SLT during form time and HOYs to continue daily monitoring of the form time programme</p> <p>Leadership Appraisal</p>	<p>VCY / VGE/ HOY</p>	<p>Termly as part of whole school QA</p> <p>Annually (3 yearly outcome)</p>
A	<p>Overstaff in key core areas</p> <p>Assistant head of English, Maths (x2) and Science</p> <p>£180,000</p> <p>AHofC each completing MPQML with focus on disadvantaged attainment in subject.</p>	<p>Reducing class size is demonstrated by the EEF to show increased progress at <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Strong and Visionary Leadership (including the development of middle leaders) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature (Baars et al., 2016; Small et al., 2017) <a href="https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils">https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</a></p>	<p>Deep dives within faculties and regular reviews through line management.</p> <p>Data collection will show improvement in attainment of disadvantaged students narrowing the gap to their peers</p> <p>Leadership Appraisal</p>	<p>DBH / Middle leaders of maths, English and science</p>	<p>Faculty meetings / Line manager meetings and outcomes for students</p>

A/B/C/D	<p>Jenni Machin to share secondary school contacts where there are no gaps in pupil premium progress and attendance when compared to that of their peers. £31,000</p>	<p>NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for “clear responsive leadership” where staff are held to account and strategies are identified to drive improved outcomes for pupils:  <a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a></p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Strong and Visionary Leadership (including the development of middle leaders) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature (Baars et al., 2016; Small et al., 2017) <a href="https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils">https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</a></p>	<p>Astrea Central team feedback. Regular meetings with National Leader for Inclusion.</p> <p>List of schools identified as best practice for PP outcomes provided by National Leader for Inclusion.</p> <p>Termly report created by BHY of visits to best practice schools.</p>	JMN / BHY	<p>Impact on outcomes</p> <p>Termly meetings with National Leader for Inclusion</p>
A	<p>High proportion of PP students electing to study GCSE art. TLR within art to drive up progress of PP students.</p> <p>Second in Art – focus around PP uptake and developing arts participation £8000</p>	<p>The Education Endowment Foundation has researched the positive benefits of Art Participation - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>Data trawl to show increased participation in the Arts due to positive experiences within the arts.</p> <p>Leadership Appraisal</p>	DBH / SBY / AHT	<p>Termly</p>

D	Attendance: Pastoral support team First day phone calls Be here weeks Attendance raffles during key weeks Education Welfare Support  £200,000	Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <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>  Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>	Weekly attend ace meetings with director for attendance and HOY  Director for attendance working closely with external agencies  Leadership Appraisal	BHY / DCY/ HOY	School action plan feedback plan termly  Annually
D	Rewards linked to parental engagement, Achievement and school attendance  £9000	The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a>  Rewarding and praising students when they do something positive both inside and outside of the classroom will increase the attendance of all students	AP for rewards and recognition to meet regularly with middle leader for house and rewards.  Termly feedback on evidence SLT  Leadership Appraisal	BHY / JFT	School action plan feedback termly  Annually
<b>Total budgeted cost</b>					£434,000
<b>Proportion of Total Spend</b>					91%

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well eg. monitoring planned?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	Intervention – Focusing on PP pupils in English, Maths and Science. One to one support offered for key pupils to increase attainment, narrowing PP gap £7000	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a> We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Intervention to happen beyond the traditional school day. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a> Evidenced that extending the school times makes a positive impact on academic outcomes.	Termly feedback during SIP action plan feedback schedule  Leadership Appraisal	ASD	Termly review using SIP action plan feedback.  Annually
B	Sound training intervention  £3500	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research has shown that this training has the greater impact on the weakest and most reluctant pupils.	Line management of literacy lead.  Targets set for improvements of cohort and impact feedback delivered at senior team meetings.  Leadership Appraisal	JHN / LJN	After each intervention group.  Annually (3 yearly outcome)
<b>Total budgeted cost</b>					£10,500
<b>Proportion of Total Spend</b>					2.2%



<b>iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well eg. monitoring planned?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C	Hardship fund used to provide uniforms for disadvantaged students.  £3000	Money to be put aside to supply students with uniform needs	n/a	RWH	Annually (3 yearly outcome)
C	Mental Health support through targeted interventions using referrals from within the pastoral team.  £3000	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	n/a	KDG	Annually (3 yearly outcome)
<b>Total budgeted cost</b>					<b>£6,000</b>
<b>Proportion of Total Spend</b>					<b>1.2%</b>

## 5. Review of expenditure

**Previous Academic Year and total amount**      **2019-2020, £478,720**

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve the overall progress figure of disadvantaged students and half the progress gap to their peers.</p>	<p>Online learning resources such as 'class charts' and 'PiXL'</p> <p>Knowledge Organisers</p> <p>Intervention</p> <p>Alternate Provision</p>	<p>It has not been possible to thoroughly evaluate all planned strategies due to COVID-19. However, where possible, a review has taken place and provision adapted to support our most disadvantaged pupils and their families.</p> <p>There was an increase in the outcomes of PP pupils in 2020 CAG data as follows: Progress 8 From -0.20 in 2019 to 0.0 in 2020</p> <p>This is compared to NonPP in 2020 at 0.13 - There are still further actions required to support our PP pupils and these interventions will further embed next year</p> <p>5+ English and Maths From 35% in 2019 to 39% in 2020</p>	<p>These chosen approaches will continue to develop throughout 20/21. PiXL LORIC will become part of form time.</p> <p>Knowledge Organisers, including self-quizzing training to launch in September 2020.</p> <p>Intervention and Alternative Provision to continue in 2021</p>	<p>£5,375</p> <p>£899</p> <p>£7,000</p> <p>£9,000</p>

### ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve reading, writing and oracy skills of disadvantaged students</p>	<p>Form time reading MANACTO Lexonik Sound training</p>	<p>Many of the pupil premium chosen approaches are longer term and it is necessary and desirable for leaders to continue some of the planned 2019-20 actions into the 2020-21 academic year and beyond. This is in line with the EEF guidance on <a href="#">Putting Evidence to Work – A School's Guide to Implementation</a> which states that interventions need to be implemented effectively and over time, allowing for new activities to be embedded and evaluated to create sustainable positive outcomes for disadvantaged learners.</p> <p>There was an increase in the outcomes of PP pupils in 2020 CAG data as follows:</p> <p>5+ English and Maths From 30% in 2019 to 39% in 2020</p> <p>4+ English and Maths slightly increased from 53% in 2019 to 53,2% in 2020 NonPP in 2020 (76.4%)</p> <p>Lexonik sound training involved 35 pupils in year 7 who made an average increase of their reading age by 33 months after a six week intervention programme. This could only run during the first term of the year.</p> <p>There are still further actions required to support our PP pupils and form time reading and Lexonik Sound training will continue and embed next year.</p>	<p>Form time reading and Lexonik have had an impact on the reading ages of disadvantaged students. However the full impact is still not clear due to the school closure in March. These interventions will continue to be used. Allowing us to see greater impact in the future.</p>	<p>£1,424 £1,000 £3,570</p>
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<p>Improve student wellbeing, school experiences and reward students for academic success</p>	Hardship Fund	<p>At this school and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19. The much reduced opening of mainstream schools in March, followed by the wider opening of schools from 1<sup>st</sup> June 2020, has had a significant impact on the ability to implement many of the actions and strategies outlined in the Pupil Premium Strategy covering the period 2019-20.</p> <p>Consequently, it has not been possible to thoroughly evaluate all planned strategies. However, where possible, a review has taken place and provision adapted to support our most disadvantaged pupils and their families.</p>	<p>Many of the pupil premium chosen approaches are longer term and it will be necessary and desirable for leaders to continue some of the planned 2019-20 actions into the 2020-21 academic year and beyond. This is in line with the EEF guidance on <a href="#">Putting Evidence to Work – A School's Guide to Implementation</a> which states that interventions need to be implemented effectively and over time, allowing for new activities to be embedded and evaluated to create sustainable positive outcomes for disadvantaged learners.</p>	£3,681
	Sports Fixtures			£4,444
	Behaviour Workers			£86,989
	Mental Health Professional			£17,334
	Careers Guidance and Support			£19,410

## 6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.