

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Astrea Academy Dearne
Number of pupils in school	1177
Proportion (%) of pupil premium eligible pupils	41.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 - 22/23 – 23/24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Joanne Wilson
Pupil premium lead	Benjamin Horbury
Governor / Trustee lead	Wendy Eyre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£487,050
Recovery premium funding allocation this academic year	£56,750
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	£514,865

Part A: Pupil premium strategy plan

Statement of intent

Astrea Academy Dearne is a larger than average secondary school in Barnsley. 514 students are in receipt of the Pupil Premium; this represents 44% of the school population. The school's values are that of Character, Consistency and Care.

We strive to ensure that students leave Astrea Academy Dearne able to thrive in modern day Britain, leaving with the skills to allow them to be successful in their chosen career. For this to happen, students need to leave school being able to speak, read and write in fluent English and be numerate in financial literacy and able to use functional maths in most forms of employment. Alongside subject knowledge and skills, we develop children's interpersonal skills such as resilience, determination and work ethos, as well as being good citizens and morally, socially and spiritually conscious.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum that is delivers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning, and out of school experiences to make good progress and prepare them for the next stage of their life.

Challenges

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

Challenge number	Detail of challenge
1	Improve the overall progress figure of disadvantaged students by increasing the attainment of PP students.
2	Improve reading, writing and oracy skills of disadvantaged students
3	Improve the annual attendance figure of disadvantaged students and continue to lower persistent absence
4	Improve student wellbeing, school experiences and reward students for academic success

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
<p>To raise disadvantaged attainment year on year based on 2019 attainment figures.</p> <p><i>3 year strategic priority</i></p>	<p><i>For pupils in receipt of the pupil premium</i></p> <p>Improved Teaching and Learning across the school, leading to improve attainment outcomes.</p> <p>Cohort 2022 attainment – 47.43 Cohort 2023 attainment – 51.43 Cohort 2024 attainment – 51.43</p>
<p>To ensure the % of disadvantaged students receiving 1+suspensions significantly reduces from 2020/21 data.</p> <p><i>3 year strategic priority</i></p>	<p>Low levels of behavioural incidents in the school evidenced tracking of incidents and/or reduction in exclusions</p> <p>21/22 – 25% 22/23 – 20% 23/24 – 15%</p>
<p>To narrow the gap of disadvantaged attendance to national average</p> <p><i>3 year strategic priority</i></p>	<p>21/22 – 94.5% 22/23 – 94.7% 23/24 – 94.7%</p>

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: £ 260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Carry out regular Quality Assurance to provide robust evidence that our curriculum offers: -</p>	<p>External evidence</p>	

<p>Rich experiences, ensuring that high quality feedback underpins learning, mastery learning opportunities in maths and English.</p> <p>£5000</p>	<p>In line with the research in Quality First Teaching, improving the quality of teaching and learning of disadvantaged pupils improves outcomes. Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils. 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, Quality First teaching (including training and the deployment and training of additional adults) 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 which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015). EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective</p>	<p>1,2,3,4</p>
<p>School learning experiences that develops broad cultural knowledge through immersive experiences, bespoke curriculum themes and guest speakers.</p> <p>£3000</p>	<p>The Social Mobility Commission (<i>Social Mobility and Child Poverty Commission in England</i>) states that schools need to focus on developing wider skills alongside improving their academic attainment and highlights the importance of, in their words - "Preparing students for all aspects of life, not just exams – supporting the development of character and other non-cognitive aspects of personality that underpin learning... It is not a question of either/or. Schools need to be doing both"</p>	<p>1,4</p>
<p>Explicitly embeds skills that support ambitious future learning and employment. These skills will be developed through form time and will require staff training for specific programmes and the purchase of Skills builder and Grofar.</p>	<p>Careers Advice and Guidance will continue next year, with the Gatsby criteria being met through form tutor sessions. Strong careers information, advice and Guidance as well as educational experiences are also listed in the top approaches for disadvantaged pupils. For more information about Gatsby Benchmarks -</p>	<p>4</p>

<p>£30000</p>	<p>https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks</p> <p>Internal evidence to be collated</p> <ul style="list-style-type: none"> • Learning QA • Student Work • Assessment Data • Subject DP 	
<p>Children to develop reading, writing and oracy skills through the launch of the Dearne whole-school reading framework.</p> <p>Pupil Premium funding will be used for the purchase of books to be used as whole class reading in all year groups.</p> <p>£5000</p> <p>Central Astrea Team to offer deliberate support to Assistant Principal with strategic oversight of Pupil Premium spending.</p> <p>This amount is assigned by the Trust for the key PP leader to:</p> <ul style="list-style-type: none"> • Attend termly PP Cluster meetings to maintain knowledge of current statutory requirements, new national/regional updates regarding best practice and research regarding disadvantaged pupils and to network with other PP leads to share / learn from re: best practice. • Liaise with the Trust regarding completing the PP Strategy on the new statutory template. <p>£36,000</p>	<p>External Evidence</p> <p>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>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</p>	<p>2</p> <p>1,2,3,4</p> <p>1</p>

<p>Assistant Heads of English, maths and science have a specific focus on developing the curriculum in Key Stage Three to ensure that gaps in learning due to lockdown can be plugged in the foundation years.</p> <p>£180,000</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)</p> <p>Internal evidence to be collated</p> <ul style="list-style-type: none"> • Reading Framework • Student Work • Learning QA • Student Voice • Impact reports • Subject DP 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Session 6 and school holiday time to be used to extend the school day to swiftly identify student under-performance and design innovative intervention to rapidly close gaps between subjects, groups and individual targets.</p> <p>£40,000</p>	<p>External Evidence</p> <p>Evidenced that extending the school times makes a positive impact on academic outcomes.</p>	1
<p>Mytutor programme to target specific students.</p> <p>£20,000</p>	<p>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</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other</p>	1 4

<p>Pupil Premium specific intervention budget.</p> <p>£4000</p> <p>Sports equipment purchased for specific students to increase participation at extra-curricular clubs.</p>	<p>physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves.</p>	3
<p>Specific Pupil Premium attendance interventions programme undertaken by Leadership Coach within school.</p>	<p>Good attendance is listed in the top 10 approaches for disadvantaged pupils</p>	2
<p>One-2-one Music lessons for children identified by music lead.</p>	<p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills</p>	4
<p>Fishing intervention to increase attendance and engagement within school</p>	<p>Research demonstrating the positive impact of recreational fishing in adolescence on well-being and resilience</p> <p>Internal Evidence to be collated</p> <ul style="list-style-type: none"> • Assessment Data • Impact reports 	

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

Budgeted cost: £ 230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an inclusive extra-curricular provision that extends the breadth of the national curriculum to stretch talents and interests with a specific focus on the engagement of disadvantaged.</p>	<p>External Evidence</p>	

<p>This will be done through: -</p> <p>Increased access to sports after school and during lunchtimes</p> <p>Access to enrichment activities and residential visits</p> <p>Specific Arts and creativity clubs introduced to the co-curriculum timetable.</p> <p>Director of Attendance will be appointed to improve attendance and be given time to develop and implement new procedures.</p> <p>£80,000</p> <p>Director of attendance will lead a team of Family Support & Attendance officers.</p> <p>£100,000</p>	<p>Sport boosts confidence - the benefit of Sport on wider learning.</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence</p> <p>The Education Endowment Foundation has researched the positive benefits of Art Participation</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Internal Evidence</p> <p>Participation Data</p> <p>Subject Plans</p> <p>Assessment Data</p> <p>Attendance data</p> <p>Onboard tracker</p>	<p>3,4</p> <p>4</p> <p>4</p> <p>3</p>
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Teacher Assessed Grades during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. In order to ensure all children, particularly those from a disadvantaged background have access to the same opportunities as all young people across the country, we positively encourage students to complete a full Ebacc qualification. This has been a deliberate move to re-balance opportunities that could otherwise not be available for some young people. This year (2021) 65% will complete this suite of qualifications. Next year (2022) the number will rise to 72% in line with the government target.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However we continued to positively staff in core subject enabling bespoke groupings to elicit high impact intervention. Breadth is important and students are encouraged to develop resilience through creative subjects. This is evidenced in art as a high proportion of students electing to study art at Key Stage Four were disadvantaged and outcomes in this subject continue to be high: Attainment 5.50 Progress 1.41.

During lockdown we were able to track the attendance to online lessons for Pupil Premium students. The number of hours logged per day by Pupil Premium student when compared to Non-Pupil Premium during week one of lockdown demonstrated the daily gap was 1.25 hours per day. Throughout national lockdown, this narrowed to an average gap of less than one hour per day. Pupil premium average daily learning improved by twenty minutes per day. Much of this was achieved through the strategic leadership of the Heads of Year and Assistant Heads of Year (Identified in the Pupil Premium plan) Heads of Year were able to forensically interrogate the online attendance data and send daily reminder text messages to parents and praise messages for students who attended four and five lessons per day. During week four of the national lockdown a select group of Pupil Premium students were identified, who were reluctant to log on to online lessons or come into school despite the offer of a place to learn. These students were targeted for daily phone calls, text messages and home visits. This led to an average increase of one hour and twenty minutes per day for the group.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was

particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach in our new plan as we continue to experience the significant impact on disadvantaged students both academic and mental health

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We are also commissioning a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and plan on contacting schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.