

## Pupil Premium Secondary Online Strategy Statement, 2020-2021

### Context

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers.

Each year our academy receives additional funding called pupil premium funding, to support pupils who are disadvantaged. This funding is used by the school to ensure these pupils have access to high quality education provision. They can then be supported to improve their progress and the exam results they achieve, so they can reach their full potential and we can narrow the progress and attainment gap between them and their peers.

Eligible pupils include pupils who are now on or have been in the previous six years on free school meals, who are or have previously been looked after. We as a trust also believe that those pupils who have had contact with or have a social worker and those who are young carers, should also benefit from PP strategies in place. Schools will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

### Trust Vision and Rationale for Pupil Premium Strategy

#### *Life in all its Fullness - A Place to Thrive*

*Hope Learning Trust and Sentamu Academy Learning Trust are committed to enabling our communities to **Thrive**. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.*

*This strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches, to close the progress and attainment gap).*

*[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPD\\_F.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPD_F.pdf)*

*First and foremost, **Great Teaching Changes Lives**. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with **SALT and Hope Learning Trust's 'Principles for Vulnerable Learners' and Audit Tool**, which were developed in the Summer term of 2020, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, mental health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage.*

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<b>Academy</b>	<b>Archbishop Sentamu</b>
<b>SLT PP Lead and Academy PP team</b>	<b>Matt Wort (SLT Lead) and Adam Stokes (Academy Lead)</b>
<b>Governor PP Lead</b>	<b>Alison Smith</b>
<b>Trustee PP Lead</b>	<b>Katherine Humpleby</b>
<b>Hope Central Team Leads</b>	<b>Katherine Humpleby (Secondary School Improvement Lead) and Shan Brough-Jones (Primary School Improvement Lead)</b>
<b>% of Pupils eligible for PP funding in 2020/21</b>	<b>53</b>
<b>PP Grant Allocation for 2020/21</b>	<b>£654,000</b>
<b>Date of review of this online strategy statement</b>	<b>September 2020</b>
<b>Date for the next review of this online strategy statement</b>	<b>September 2021</b>

**Academic Targets for PP Pupils in 2020/21**

*\*This is within the context of Covid-19, school closures, cancellation of exams and teacher assessed grades in the summer of 2021.*

<b>Key headline measure</b>	<b>Target data for Disadvantaged pupils in 2021</b>	<b>Target data for all pupils in 2021</b>
<b>Progress 8</b>	<b>0.81</b>	<b>0.86</b>
<b>Progress 8 English</b>	<b>0.44</b>	<b>-0.5</b>
<b>Progress 8 Maths</b>	<b>0.81</b>	<b>-0.86</b>
<b>Progress 8 Ebacc</b>	<b>0.83</b>	<b>0.88</b>
<b>Attainment 8 score average</b>	<b>49.79</b>	<b>51.87</b>
<b>4+ English and Maths</b>	<b>81%</b>	<b>87%</b>
<b>5+ English and Maths</b>	<b>50%</b>	<b>57%</b>
<b>Ebacc entry</b>	<b>32%</b>	<b>36%</b>
<b>Achieving Ebacc 4+</b>	<b>32%</b>	<b>36%</b>
<b>Achieving Ebacc 5+</b>	<b>29%</b>	<b>33%</b>
<b>Ebacc Average Point Score</b>	<b>4.29</b>	<b>4.51</b>

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**Strategy aims for disadvantaged pupils 2020/21**

**Teaching priorities for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
1. Teaching and Learning in English and use of metacognition.	Increase in GCSE outcomes, especially at the 5+ and 7+ KPI. Narrowing of the GAP to non disadvantaged students.
2. Teaching and Learning in Maths and use of metacognition.	Increase in GCSE outcomes, especially at the 5+ and 7+ KPI. Narrowing of the GAP to non disadvantaged students.
3. Teaching and Learning in Science and use of metacognition.	Increase in GCSE outcomes, especially at the 5+ and 7+ KPI. Narrowing of the GAP to non disadvantaged students.
Barriers to addressing these priorities	<u>Covid 19 restrictions</u> <u>Literacy levels</u>
Projected spending	<u>£608,000</u>

**Targeted academic support for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
1. Use of catchup funding for NTP	To increase the progress score of disadvantaged students in English and Maths
2. Use of online learning/tools in order to support student who have fallen behind or are currently absent due to Covid and other reasons	Students who are absent do not fall further behind. Closing of the attainment and progress GAP between PP and NPP.
3. Focus on discipline literacy across the Academy. 4. Use of the 'Fresh Start' programme	Students are able to better access the curriculum due to familiarity with the subject specific vocabulary. Leading to an increase in outcomes
Barriers to addressing these priorities	<u>Covid 19 restrictions</u>
Projected spending	<u>£65,000</u>

**Wider strategies for current academic year**

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Priority	Intended outcomes of implementation/how we will measure success, end 2021
1. Support of student mental health and well being	<u>Students have self-determination and regulation strategies to be able to manage their well-being independently</u>
2. Continued online provision for those who have fallen behind.	<u>Online classrooms are kept up to date and used to support students who are isolating or have fallen behind.</u>  <u>Google classrooms are used to support groups through online learning that have to isolate.</u>
Barriers to addressing these priorities	<u>Covid 19, Staffing workload.</u>  <u>External Agencies (Increase in referrals to them and workload, results in delayed response times outside our control)</u>
Projected spending	<u>£23,000</u>

**Monitoring and Reporting**

Progress against these priorities will be regularly evaluated through the school PP team strategy meetings and trust PP strategy meetings. Progress will be reported to and monitored by, the School and Trust Standards Committee, as a standing item on the agenda.

**Evaluation of the Impact of Pupil Premium in 2019/20 Academic Year**

% of pupils eligible for PP funding in 2019/20	47
PP Grant Allocation for 2019/20	£650,000

**Academic Outcomes for PP Pupils in 2019/20**

*\*This is within the context of Covid-19, school closures, cancellation of exams and centre assessed grades in 2020.*

Key headline measure	Target data for Disadvantaged pupils in 2019/20	Actual data for Disadvantaged pupils in 2019/20	Target data for all pupils in 2019/20	Actual data for all pupils in 2019/20
Progress 8	0.14	-0.01	0.1	-0.02
Progress 8 English	-0.2	-0.32	-0.24	-0.35
Progress 8 Maths	0.29	0.23	0.28	0.14
Progress 8 Ebacc	0.03	-0.04	-0.04	0

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Attainment 8 score average	41.79	39.84	43.37	41.79
4+ English and Maths	58%	55%	65%	61%
5+ English and Maths	29%	28%	36%	33%
Ebacc entry	49%	45%	59%	56%
Achieving Ebacc 4+	34%	20%	41%	28%
Achieving Ebacc 5+	14%	12%	17%	15%
Ebacc APS	3.62	3.45	3.81	3.72

**Evaluation of Teaching priorities in 2019/20**

Priority	Impact
1. Progress of students in English	<u>English 4+ decreased from 67% to 62%</u>
2. Progress of students in maths.	<u>Maths 4+ increased from 51% to 58%</u>
Barriers to addressing these priorities	<u>Pandemic hit in march 2020 losing 1/3 of the school year.</u>
Costing	<u>£683,000</u>

**Targeted academic support for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2020
1. Support of disadvantages students through intervention and SPS in English and Maths.	<u>SPS is used to support disadvantaged students in a targeted manner in order to increase GCSE outcomes.</u>
2. Use of APL to target small groups of disadvantaged students and mentor them.	<u>APL to monitor small groups of students and through mentoring raise the students A2L and increase progress.</u>
3. Use of home education software for disadvantaged students.	<u>Students are supported in their learning through the use of specific home learning support packages.</u>
Barriers to addressing these priorities	<u>Pandemic hit in march 2020 losing 1/3 of the school year.</u>
Costing	<u>£51,200</u>

**Wider strategies for current academic year**

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Priority	Intended outcomes of implementation/how we will measure success, end 2020
1. Support students A2L and aspirations.	Improve the A2L of PP students around the Academy. Increase in the average A2L score or PP students.
2. Funding of a breakfast club to support disadvantaged students.	<b><u>Students have the energy to be able to maintain concentration and effort in lesson</u></b>
Barriers to addressing these priorities	<b><u>Pandemic hit in march 2020 losing 1/3 of the school year.</u></b>
Costing	<b><u>£20,000</u></b>