

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	Archbishop Sentamu Academy
Number of pupils in school	1311
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Headteacher/Governors
Pupil premium lead	Mr L.Hill/Mr A.Stokes
Local Governing Committee lead	S Teal (Chair of Governors)
HSLT Trust Board Lead	Ms P Gowland
HSLT Central School Improvement Team Lead	Mrs K Humpleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£668085
Recovery premium funding allocation this academic year	£104808
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	£772893

Part A: Pupil premium strategy plan

Statement of intent

Trust Vision and Rationale for Pupil Premium Strategy

Life in all its Fullness - A Place to Thrive

Our Values

gracious, compassionate, loyal, patient, kind, forgiving, just
freedom, aspiration, inclusivity, transformation, hope

*Hope Sentamu Academy Learning Trust is 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_iPDF.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 **Hope Sentamu 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.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Students' ability on entry is low: The average mean SAS CAT score (taken at the start of year 7) for the whole school is 91.8, against an average of 100 nationally. This has been exacerbated due to the pandemic.</p> <p>Maths PTM average is 88.8 compared to national average of 100</p> <p>Students need to develop mathematical reasoning, to gain fluency in and between the various areas of mathematics and to develop problem solving skills.</p> <p>English NGRT average is 89.6 compared to national average of 100</p> <p>Communication is the largest area of need. Understanding of vocabulary, time to process vocabulary, memory of vocabulary, understanding of what vocabulary means and comprehension of language.</p>
2	<p>Low Levels of Literacy on entry</p> <p>110 students out of a total year group of 267 in Year 7 in 2021-22 have a CAT Verbal score of below 90. More than half of these are below SAS 80.</p>
3	<p>Mental Health and Wellbeing</p> <p>Of the 388 students who are currently identified as having mental health concerns 249 of these are disadvantaged (64%)</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p>

4.	<p>Attendance and exclusion and aspirations data for PP pupils</p> <p>ASA attendance in 19/20</p> <p>PP: 84.84% / Non PP: 91.08%</p> <p>ASA fixed term exclusions data in 19/20</p> <p>PP: 14.21% / Non PP: 5.25%</p> <p>Lower attendance of PP pupils and high exclusion data, has been exacerbated by the pandemic</p> <p>Aspirations data</p> <p>91% post-16 progression/94% national (2018)</p> <p>8% NEET/5% NEET national (2018)</p>
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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>Challenge 1: Improve progress of disadvantaged students to further close the gap between disadvantaged and non-disadvantaged students towards national, particularly in English and Maths 5+/ 7+. Focus on SEN learners and the quality of education provision.</p>	<p>This will be achieved through a focus upon curriculum intent and implementation models. A continuous development of an ambitious curriculum, which powerfully addresses disadvantage, through enabling all pupils to know more, remember more and be able to apply their knowledge and understanding, through precise improvement to pedagogy. Consistency in the quality of teaching and learning. Focus on knowledge recall, checking for understanding, scaffolding, development of cultural capital. Positive relationships. Walkthru coaching.</p> <p>QA outcomes - triangulation. learning walks, work scrutiny, pupil voice, staff voice, outcomes Progression data post 16 and post 18</p> <p>Disadvantaged students to be closing the gap on attainment with non-disadvantaged peers nationally as measured by Attainment 8, grades 5 or above in both maths and English GCSE and grades 7 or above in both maths and English GCSE.</p>

	<p>Disadvantaged students to be closing the gap and then exceeding the progress of non-disadvantaged peers nationally as measured by progress 8</p>
<p>Challenge 2: To improve reading comprehension</p> <p>Accelerated Reader</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Fluency</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Love of reading.</p> <p>Relaunch Accelerated Reader programme, expanding into Y8 as well as Y7 as the primary daily reading expectation for these two year groups.</p> <p>Pilot Reciprocal Reader with c.40 students in Y7 and evaluate its effectiveness as a possible onward programme of small group support for students who complete RWI but require further reading support.</p> <p>Implement and embed 'The Day' as a resource used in all year groups to facilitate student engagement with news and current affairs.</p> <p>Implement and embed JSTOR as a resource for academic reading aimed predominantly at KS4 and KS5 students.</p> <p>Implement embed expectation of 2 'episodes' of teacher-led guided reading in class/reading homework per unit of learning.</p> <p>Implement and embed resources from the Schools Library Service, including subject-specific project boxes across all subjects.</p> <p>Ensure all classrooms have set aside a 'Reading Shelf' of wider reading materials to facilitate student access to the hinterland of curriculum content.</p>
<p>Challenge 3: To use pastoral resources in order to support the mental health and well being of disadvantaged students, as well as aspirations and attitudes to learning</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by; qualitative data from student voice, student and parent surveys and teacher observations will be viewed.</p>

	<p>Feedback and work with external agencies Cornerhouse, Headstart, MIND, MESMAC, PCSOs Prevent Lead for Local Police, Refresh and School Nursing Team.</p> <p>A significant increase in participation in enrichment activities</p>
<p>Challenge 4: Raise attendance and lower fixed term exclusion data for PP pupils. Raise aspirations</p>	<p>Sustained high attendance from 2023/2024, at and above national.</p> <p>Inclusion framework development. Pastoral teams work with students to help reduce exclusions, behavior issues and persistent absence. Liaising with other agencies and stakeholders when necessary.</p> <p>Embedding of positive relationships - This is a focus on an aspect of teaching and learning from the 'Walkthrus' by Tim Sherrington and Oliver Caviglioli which is embedded in the T&L strategy.</p> <p>In subjects there is an emphasis in the curriculum intent and implementation plans that links to careers. Gatsby Benchmark 4</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: £ 462,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. High quality teaching in every lesson. Diminish attainment and progress gaps between pupil premium and non-pupil premium students, towards national . Improve curriculum implementation through WALKTHRUS coaching/EEF toolkit - to enable staff to make precise improvement to practice. Focus on knowledge recall, checking for understanding, cultural capital</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,3</p>
<p>2. Use of Trust networks, Trust Directors and national subject organisations, to provide subject knowledge support.</p> <p>Stem engagement with the National Centre for Stem learning</p> <p>National Centre for Computing work - full audit and associated support.</p> <p>Professional subject association membership</p> <p>Subject knowledge enhancement for non-specialists</p>	<p>“It is important your CPD is relevant to the work that teachers do and is tailored to meet the needs of each teacher, ensuring even the most experienced teachers within your school still develop and enhance their skills through the CPD programme” (The National College)</p>	<p>1</p>
<p>4. Reading Strategy development</p>		<p>2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 110,399.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Intervention team to support Yr 11 Students. (Eng and Maths) 5+ and 7+	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
2. Engaging 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
3. Employment of a librarian in order to support reading across the curriculum. Use of Accelerated Reader at KS3	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
4. Read, Write, Inc -	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
5. Use of Sixth form mentors to support potentially underachieving HPA Y7 Students, including resourcing this provision	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,2

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

Budgeted cost: £ 229,513.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Purchase of uniform for disadvantaged students	<p>Purchase of a school uniform helps support students in feeling they belong to the wider school community. Upholding of a uniform policy is also linked to a school drive to improve behaviour and discipline</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	3
2. Additional wellbeing and safeguarding staff employed to support disadvantaged students.	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
3. Additional SLOs employed to work with disadvantaged students regarding attitude to learning and aspirations and SEMH strategies	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
4. Internal alternative provision development for students that may require additional support.	This AP provides a full time educational provision, with a higher staff/student ratio to ensure that the individual needs of the student can be identified and met, this is staffed by specialist trained teaching assistants and teachers from within the school. Supporting students to overcome barriers and work to reintegrate back into mainstream education.	1,3,4
5. Additional admin staff employed (attendance, student services) in order to support due to high PP percentage	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	3,4
6. Chaplain on site to offer wellbeing and bereavement support.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Total budgeted cost: £ 801,913.15

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.

- *Our internal assessments during 2020/21 suggested that implementation of the school pupil premium strategy has had the following impact.*

*P8 PP | +0.10**

PP English 5+ | 59.2%

PP English 7+ | 30%

PP Maths 5+ | 53.8%

PP Maths 7+ | 30%

**The Attainment 8 estimates used in this dataset are not the estimates that will be used in the official Progress 8 calculations for this cohort. Therefore any Progress 8 figures produced should be used for internal analyses only and must be treated with great caution*

However, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to curriculum development and teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources -

This is why we have a curriculum intent and implementation key focus in 2021/22

- *Our assessments demonstrated that learning, 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.*

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
Ruth Miskin Fresh Start	Read Write Inc
Accelerated Reader	Renaissance Learning
Mathswatch	Mathswatch

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 premium is used to support the work of the Reverend at the school
What was the impact of that spending on service pupil premium eligible pupils?	Support of students' mental well being throughout the year.

Further information (optional)

Other strategies implemented that affect the support of Pupil Premium students but are not directly funded by the Pupil Premium Grant

- 1. The implementation, monitoring and ongoing use of online learning to support absent students.*
- 2. The deployment of DFE funded devices to support those who struggle with home learning.*