

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1317
Proportion (%) of pupil premium eligible pupils	54.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£657,488
Recovery premium funding allocation this academic year	£196,236
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£853,724

# 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](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><b>Students' ability on entry is low:</b> The average mean SAS CAT score (taken at the start of year 7) for the whole school is 92.9, against an average of 100 nationally. This has been exacerbated due to the pandemic.</p> <p>Spatial Mean is 92.4 compared to national average of 100 Quantitative Mean in 92.5 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>Verbal Mean IS 92.1 compared to national average of 100 NGRT mean in 93.9 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><b>Low Levels of Literacy on entry</b></p> <p>44% students out of a total year group of 250 in Year 7 in 2022-23 have a CAT Verbal score of below 90, which is a key barrier to accessing the curriculum</p>
3	<p><b>Mental Health and Wellbeing</b></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><b>Attendance</b></p> <p>Attendance data indicates that disadvantaged students attendance is 6% – 8% lower than non-disadvantaged students. This has negatively impacted on progress. Lower attendance of PP pupils has been exacerbated by the pandemic</p>

## 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><b>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.</b></p>	<p>This will be achieved through a focus upon curriculum intent and implementation models. 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</p> <p>Consistency in the quality of teaching and learning. Focus on knowledge recall, checking for understanding, scaffolding, and development of cultural capital. Positive relationships. Walkthru coaching to enable precise improvements to pedagogy</p> <p>Quality Assurance outcomes - triangulation of learning walks, work scrutiny, pupil voice, staff voice, outcomes</p> <p>Disadvantaged students to be closing the progress and attainment gap with non-disadvantaged peers nationally, as measured by Progress 8, 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><b>Challenge 2: To improve reading comprehension</b></p>	<p>Implementation of the Trust Reading Strategy</p> <p>Relaunch Accelerated Reader programme, expanding into Y8 as well as Y7 as the primary daily</p>

<p><b>Implementation of the Trust reading strategy.</b></p>	<p>reading expectation for these two year groups.</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><b>Challenge 3: To improve and support the mental health and well being of disadvantaged students.</b></p>	<p>Improve levels of wellbeing from 2024/25 demonstrated by; qualitative data from student voice, student and parent/carer 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><b>Challenge 4: Raise attendance for PP pupils</b></p>	<p>To further raise attendance towards and above national, through partnership work with a Dfe attendance advisor and bespoke interventions</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. <b>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</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2,3,4</p>
<p>2. <b>Use of Trust networks, Trust Directors and national subject organisations, to provide subject knowledge support.</b></p> <p><b>Stem engagement with the National Centre for Stem learning</b></p> <p><b>National Centre for Computing work - full audit and associated support.</b></p> <p><b>Professional subject association membership</b></p> <p><b>Subject knowledge enhancement for non-specialists</b></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>3. <b>Reading Strategy development</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2,3,4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
--	---	--

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 140,399.49

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>1. Targeted English and Maths intervention</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4
<b>2. Use of Accelerated Reader at KS3</b>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,3,4
<b>3. Read, Write, Inc -</b>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,3,4

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

Budgeted cost: £ 259,513.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1. Additional wellbeing staff employed to support disadvantaged students.</b></p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2,3,4</p>
<p><b>2. Additional SLOs employed to work with disadvantaged students regarding attitude to learning and aspirations and SEMH strategies.</b></p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1,2,3,4</p>
<p><b>3. Internal alternative provision development for students that may require additional support.</b></p>	<p>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.</p>	<p>1,3,4</p>
<p><b>5. Additional staff employed to work with families on attendance and a new Associate Principal to support community development</b></p>	<p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p>	<p>3,4</p>
<p><b>6. Two Chaplains on site to offer wellbeing and bereavement support.</b></p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3</p>



--	--	--

**Total budgeted cost: £ 861,913.15**

## 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 | -0.94\**

*PP English 5+ | 34.5%*

*PP English 7+ | 8%*

*PP Maths 5+ | 31.3%*

*PP Maths 7+ | 6.7%*

*Partial closure was most detrimental to our disadvantaged pupils, and they were not able to wholly benefit from our pupil premium funded improvements to curriculum development, precise improvement to pedagogy and targeted interventions to the degree that we intended, due to high levels of absence and limited engagement off-site with learning, during partial closures. 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 will continue to have a key focus on a highly ambitious and challenging curriculum intent and high quality implementation of this curriculum, in 2022/23*

*We used pupil premium funding to continue to provide high quality wellbeing support for all pupils, and targeted interventions where required. Our evaluation 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 will therefore continue this as a key focus under wider strategies, in our new plan for 2022/23.*

### 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*

<b>Programme</b>	<b>Provider</b>
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:*

<b>Measure</b>	<b>Details</b>
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, to deliver mental health and wellbeing support
What was the impact of that spending on service pupil premium eligible pupils?	Support fo students' positive mental well being throughout the year.

**Further information (optional)**

--