

Pupil premium strategy statement

This statement details our school's use of pupil premium 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. It is part of a 3 year strategy from 2022-2025, which is continually reviewed and refined in light of emerging needs and further evidence.

School overview

Detail	Data
School name	Archbishop Sentamu Academy
Number of pupils in school	1317 (including sixth form)
Proportion (%) of pupil premium eligible pupils	52.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr C Reynolds - Principal
Pupil premium lead	Mr A.Stokes
Governor/Trustee Lead	Mrs L Jordan
HSLT Central School Improvement Team Lead	Mrs L Beasley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£712,080
Recovery premium funding allocation this academic year	£192,372
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	£904,452

Part A: Pupil premium strategy plan

Statement of intent



Life in All its Fullness - A Place to Thrive

Hope Sentamu 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.

The Pupil Premium strategy is underpinned by the EEF's three tiered evidence-based approach to Pupil Premium (teaching, academic support and wider approaches).

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 disadvantage gap and to further support key issues that disadvantaged pupils are currently facing (such as gaps in learning, social isolation, health and wellbeing, motivation and aspiration, literacy and attendance), 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. 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 those PP strategies in place.

Our strategy is integral to wider school plans for education recovery following the impact of the Covid-19 pandemic on the local community and we have adopted a whole school approach in which all staff take responsibility for raising expectations of what can be achieved.

Archbishop Sentamu Academy is located within the Marfleet ward of Hull and of note is the context within which many of our children reside:

Key IDACI Data (2019)			
Data	Score / Rank	Out of...	% Nationally
IDACI multiple deprivation	41	32 844	0.1%
Crime	37	32 844	0.1%
Income rank	59	32 844	0.2%
IDACI Score (% of people aged 0-15 who live in income deprived households)	0.539 53.9%		
Health and disability	1108	32 844	3.4%
33% of students in this area have lived in a household where an adult has experienced domestic violence (3rd highest in England)			
ASA ranked first for volume for Operation Encompass notifications in Hull			

Challenges

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

Challenge number	Detail of challenge
1	<p>Students' attainment on entry is lower than their non-disadvantaged peers</p> <p>The attainment of disadvantaged students in reading, writing and maths is generally lower than that of their peers. KS2 data shows disadvantaged students are 1.5 points lower in reading on average and 3.1 lower in Maths.</p> <p>Assessments on entry using SAS CAT's indicate that disadvantaged students are lower than their non-disadvantaged peers in all aspects.</p> <p>The average mean SAS CAT score (taken at the start of year 7) for the whole school is 92.9, disadvantaged students are 91.0 and non-disadvantaged are 93.9 against an average of 100 nationally. This has been exacerbated due to the pandemic, where we see the gap widening.</p> <p>Spatial Mean is 91.6 compared to national average of 100. Disadvantaged students are 91.1 and non-disadvantaged 92.5.</p> <p>Quantitative Mean in 93.7 compared to national average of 100. Disadvantaged students have 90.4 compared to non-disadvantaged at 95.5.</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 93.2 (91.3 disadvantaged vs 94.3 non-disadvantaged) compared to national average of 100 NGRT mean is 90.3 (88.7 disadvantaged vs 93.8 non-disadvantaged) 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>Assessments and observations of KS3 students indicate that disadvantaged students have lower levels of reading comprehension and basic literacy skills than non-disadvantaged peers. This directly impacts on their progress in all subjects and has historically impacted on outcomes at GCSE in KS4.</p> <p>Y7 (2023-2024) KS2 data shows that levels of literacy for disadvantaged students are lower than their non-disadvantaged peers.</p> <p>34.5% students out of a total year group of 304 in Year 7 in 2023-24 have a CAT Verbal score of below 90, which is a key barrier to accessing the curriculum. Of which 54% are disadvantaged.</p> <p>In Yr 7 51% of disadvantaged students have a CAT verbal score of less than 90 compared to 47% of non-disadvantaged students</p>
3	<p>Mental Health and Wellbeing</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> <p>ASA is in the Marfleet ward of Hull and was ranked 41st in the IDACI multiple deprivation index in 2019 and 37th for crime. Many of our disadvantaged children live in households exposed to crime and/or domestic violence. Many of our disadvantaged children also live in households where there are significant health and/or disability issues.</p>
4.	<p>Attendance</p> <p>Attendance data in 2022/2023 indicates that disadvantaged students attendance is 5% – 9% lower than non-disadvantaged students. This has negatively impacted on progress.</p> <p>Higher numbers of disadvantaged students are persistently absent compared to their peers.</p>
5.	<p>Attitude for learning</p> <p>Our assessments and observations have identified that some of our disadvantaged students are less likely to engage positively with school</p>

	<p>and data from 2022/23 show that disadvantaged students accounted for 73.6% of all suspensions and 66.9% of all C4 detentions.</p> <p>Observations indicate that disadvantaged students are less likely to engage in extracurricular activities as well as having the aspiration to go on to higher education. To date in 2023/2024 83% of disadvantaged students have accessed extracurricular activities compared to 84.7% of non-disadvantaged students.</p> <p>Disadvantaged students achieve fewer reward points than non-disadvantaged students.</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>Improve attainment and progress of disadvantaged students across the curriculum at the end of KS4, with a focus on English and Maths</p>	<p>2023/2024 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> ● At least 58% passing GCSE English and Maths at grade 4 and above ● At least 34% passing GCSE English and Maths at grade 5 and above ● An average Attainment 8 score of at least 4.4 <p>2024/2025 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> ● At least 57% passing GCSE English and Maths at grade 4 and above ● At least 26% passing GCSE English and Maths at grade 5 or above ● An average Attainment 8 score of at least 4.2
<p>To improve reading comprehension among disadvantaged pupils across KS3</p>	<p>Implementation of the Trust Reading Strategy and the Reading Toolkit in lessons as evidenced through improvement in engagement in lessons and work scrutiny and improvement in reading ages</p> <p>Fresh start plus programme embedded across Y7 and 8 and reading comprehension tests demonstrating improvements in comprehension skills among disadvantaged students.</p>

<p>To improve and support the mental health and well being of all students, including those that are disadvantaged</p>	<p>Improve levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent/carer surveys and teacher observations ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Feedback and work from external agencies including Cornerhouse, Headstart, MIND, MESMAC, PCSO's, Prevent, Refresh and School Nursing Team
<p>To achieve and sustain improved attendance for all pupils, including those that are disadvantaged</p>	<p>Sustained and improved attendance by 2024/2025 demonstrated by :</p> <ul style="list-style-type: none"> ● The percentage of disadvantaged students who are persistently absent to be no more than 5% higher than non-disadvantaged students. ● The overall unauthorised absence rate for all pupils being no more than the national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
<p>Improved attitude to learning and engagement among disadvantaged students</p>	<p>Sustained and improved attitude to learning and engagement by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> ● A reduction in the number of suspensions and C4 detentions issued to disadvantaged students so they are to be no more than 5% higher than their peers ● An increase in the number of disadvantaged students on programmes to raise aspirations for HE ● A reduction in the NEET figures for disadvantaged students ● An increase in the numbers of reward points earned by disadvantaged students

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: £ 450 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school 3 year rolling CPD programme for all student facing staff on key teaching and learning strategies through the use of the national programme of 'Walkthrus'.</p> <p>Purchase of teaching and learning books and online package to support CPD</p> <p>Development of 360 analytical tools to track teaching and learning</p> <p>Development of focussed 'Quality of Education' team with Associate Assistant Principals recruited to drive key areas</p> <p>NPQs supported for staff CPD at all levels</p>	<p>Improving teachers' skills in delivering quality first teaching in every lesson has been an essential part of the schools' strategy to improve holistic outcomes for disadvantaged learners. CPD has been funded extensively in this 3 year strategy to ensure access for staff to high quality professional development.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Walkthrus is an evidence based teaching and learning programme in which the school can select 'clusters' of teaching and learning strategies which are easy to follow and implement in every lesson.</p> <p>https://walkthrus.co.uk/how-does-it-work</p> <p>Recruitment of leaders to drive specific areas in the development of high quality teaching and quality of education strands is essential in order to drive up standards for disadvantaged cohorts. NPQs have been funded to develop leadership skills and a newly developed team of AAP's, AP's and a new VP role focus solely on quality of education strands.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Review and enhancement of Maths and English Curriculums and quality first teaching approaches in line with DFE and EEF guidance</p>	<p>The DFE and EEF have produced a range of guidance for effective teaching of Maths and English, drawing on a range of evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/media/621629ac8fa8f5490d52ee78/KS3_NonStatutory_Guidance_Sept_2021_FINAL_NCET_M.pdf</p>	<p>1,2,3,4</p>

<p>Recruitment and retention of Maths and English teachers</p>	<p>https://www.gov.uk/government/publications/subject-report-series-maths/COORDINATING-MATHEMATICAL-SUCCESS-THE-MATHEMATICS-SUBJECT-REPORT</p>	
<p>Purchase of standardised diagnostic assessments for all Y7 and 8 students and selected students in Y9+.</p> <p>Training provided to all staff to ensure assessments are interpreted correctly</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. All students in Y7 and 8 take the full suite of GL diagnostic assessments and academic support is put in place as necessary.</p> <p>CAT4 - GL Assessment (gl-assessment.co.uk)</p> <p>Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>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>Provision of subject specific support and development of teachers subject knowledge is an essential activity for all schools and will benefit all students including disadvantaged students.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</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>Whole school focus on disciplinary literacy and development of an ASA reading strategy in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Review of all medium term curriculum plans to include disciplinary literacy and reading focussed activities embedded across all subject areas</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension, vocabulary and other literacy skills are closely linked to attainment in all</p>	<p>1,2,3,4</p>

<p>Introduction of Fresh Start and Fresh Start Plus across Y7 and 8 students to encourage wider reading throughout the curriculum</p>	<p>subjects and teaching reading is an essential part of every whole school approach.</p> <p>The reading framework - GOV.UK (www.gov.uk)</p> <p>Fresh start is an evidenced based programme of support for learners to support and encourage wider reading throughout the curriculum.</p> <p>Read Write Inc. Fresh Start - Ruth Miskin Literacy</p> <p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 136 336.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted English and Maths intervention</p> <p>Intervention manager employed to oversee interventions in KS3 and 4</p> <p>Employment of Yipiyap tutors and staff under teaching allocation to support interventions and tutoring</p> <p>Maths breakfast - Y11 focussed intervention where students can come into school early to access Chromebooks and Mathswatch and have breakfast</p> <p>Lesson 6 - Y11 targeted programme of support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4</p>
<p>Provision of Fresh Start phonics intervention programme</p>	<p>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.</p>	<p>1,2,3,4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Fresh Start EEF (educationendowmentfoundation.org.uk)	
Library improvements Book gifting	<p>According to the National Literacy Trust 1 in 8 children in socio-economically deprived households do not have access to a book in the home. Access to a well-stocked school library can be the only access some children have to books and reading for pleasure.</p> <p>EEF blog: Wrapped Up in Reading: building longevity into book... EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
Funding of online tools to support learning - GCSE Pod and Maths Watch	<p>GCSE pod is proven to support students at all key stages to develop their subject knowledge and skills independently.</p> <p>GCSE Learning and Revision GCSEPod</p> <p>MathsWatch is a complete online Maths platform that makes learning available to students 24/7 from anywhere in the world.</p> <p>MathsWatch</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,2

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

Budgeted cost: £ 318 116.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional wellbeing staff employed to support disadvantaged students.</p> <p>Two chaplains employed on site to provide support to students within a dedicated chapel space</p> <p>Staff training on trauma informed practice and approaches</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The schools context is within a very deprived area of Hull and the level of Operation Encompass notifications is the highest in the area. 33% of all children in the ward are known to live in a household where an adult has experienced domestic violence. Trauma informed practice is a growing area of understanding for schools and whilst there is no evidence yet to back up its use, it is widely accepted as an appropriate practice for schools.</p> <p>New guidance on trauma-informed practice within schools Nasen</p> <p>Working definition of trauma-informed practice - GOV.UK (www.gov.uk)</p>	<p>4,5</p>
<p>Additional Behaviour Support Officers employed to work with disadvantaged students regarding attitude to learning, aspirations and SEMH strategies.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>4,5</p>
<p>Internal alternative provision development (Empower unit) for students that may require additional support.</p> <p>Funding for external alternative provision placements</p>	<p>The schools own version of an alternative provision 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>Alternative provision - GOV.UK (www.gov.uk)</p>	<p>1,3,4,5</p>
<p>Additional attendance and support workers employed to work with families on attendance and a new</p>	<p>DFE guidance has been released around improving attendance. This is based on engaging with schools that have significantly reduced persistent absence levels</p>	<p>3,4</p>

<p>Associate Principal to support community development.</p> <p>Staff training and release time to develop and implement procedures</p> <p>Whole school rewards system developed with attendance focus</p>	<p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	
<p>Prioritise disadvantaged students for HE programmes. Currently 150 disadvantaged students from across all year groups are enrolled on the Hull University SPARKS programme.</p> <p>Employment of Associate Principal focussing on High prior attainers and responsible for tracking and monitoring disadvantaged students with high potential</p>	<p>Disadvantaged high prior attainers continue to be an area of concern for the school and evidence exists around ensuring students with high potential from disadvantaged backgrounds are identified, tracked and mentored from the earliest interactions in school.</p> <p>Potential for Success - Sutton Trust</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	5
<p>Provision of school uniform and clothes</p> <p>Provision of basic school equipment</p>	<p>School uniform costs can be prohibitive for students in socio-economic difficulty. Providing uniform and access to equipment removes a key barrier to attending school and avoiding behavioural based sanctions. Whilst evidence for the approach is low, it is an important consideration particularly during a cost of living crisis and the context within which the school operates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 2, 3, 4, 5
<p>Provision of a breakfast club 8am - 8.30am</p>	<p>Breakfast club is free for any student to attend. It is run by senior staff and chaplains and provides a safe space for students to have breakfast and a stable start to the day. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>National school breakfast club programme - GOV.UK (www.gov.uk)</p>	1, 2, 3, 4, 5
<p>Rewards structures</p>	<p>Development of a tangible reward structure where students receive reward points that can be cashed in for tangible items is central to our behaviour for learning strategy.</p> <p>Using rewards: encouraging good behaviour - Case study - GOV.UK (www.gov.uk)</p>	

Music lessons	Music lessons are provided free of charge through peripatetic teachers. Music raises aspirations and opportunities for children. Sport and music education championed with new investment - GOV.UK (www.gov.uk)	
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Total budgeted cost: £

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 2022 to 2023 academic year.

- *Outcomes in 2023 initially suggest the following impact of the Pupil Premium Grant*

PP English 5+ | 27%

PP English 4+ | 43.9%

PP Maths 5+ | 12.8%

PP Maths 4+ | 25.7%

PP Eng and Maths 5+ | 9.0%

PP Eng and Maths 4+ | 20.0%

PP gap between -0.46 (compared to national of -0.7)

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 2023/24.

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 2023/24

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
GCSE POD	GCSE POD
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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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