

Pupil premium strategy statement Archbishop Sentamu Academy 2024 - 2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	1320
Proportion (%) of pupil premium eligible pupils	54.4% (718 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr C.Reynolds - Principal
Pupil premium lead	Mr A.Stokes
Governor / Trustee lead	Mrs L Jordan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£699825
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£669825

Part A: Pupil premium strategy plan

Statement of Intent

As a fully inclusive Academy, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning. This intertwines with the Academies unique Church ethos that everyone is able to 'lead the best life possible', now - and in the future.' This distinctly Christian vision aims to make sure students are equipped socially and academically to move onto aspirational post 16 choices by promoting and embedding the values of Respect, Community, Courage and Wisdom.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers. Therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all. In addition, a focus on ILZ (Independent Learning Zone) in each lesson is implemented to equip students with resilience and independence.

We have invested significant time and effort in developing robust KS3 assessment and crucially, in preparing students and parents/carers for those assessments. In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily

in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Archbishop Sentamu Academy is located within the Marfleet ward of Hull and of note is the context within which many of our children reside. The school is in the bottom 0.1% nationally in the IDACI deprivation indicators for multiple deprivation and crime, the bottom 0.2% for income rank and bottom 4% for health and disability. The school serves a catchment which is the third highest in the UK (33%) for students who have lived in a household where an adult has experienced domestic violence and is ranked first 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>Academic Outcomes</p> <p>The KS2 data on entry for the disadvantaged cohorts in reading and Maths is weaker than their peers. The academy also measures cognitive abilities (CATs) and this data presents significant barriers (relative to National) in all aspects of assessment, particularly for year 11.</p> <p>The data below presents an overview of the whole school with PP being a significant proportion 54% of the assessment data below.</p> <p>Profile on Entry 2024/25 (but taken in year 7 for all year groups respectively)</p> <p>SATs</p> <table border="1"> <thead> <tr> <th rowspan="2">Yr Grp</th> <th colspan="2">KS2 Average Score</th> <th colspan="2">KS2 Reading Score</th> <th colspan="2">KS2 Maths Score</th> </tr> <tr> <th>Gap ASA/ Nat Av</th> <th>ASA Gap PP/NPP</th> <th>Gap ASA/ Nat Av</th> <th>ASA Gap PP/NPP</th> <th>Gap ASA/ Nat Av</th> <th>ASA Gap PP/NPP</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>-3</td> <td>-3</td> <td>-2</td> <td>-3</td> <td>-2</td> <td>-5</td> </tr> <tr> <td>Y8</td> <td>-4</td> <td>-5</td> <td>-4</td> <td>-3</td> <td>-3</td> <td>-3</td> </tr> <tr> <td>Y9</td> <td>-5</td> <td>-1</td> <td>-5</td> <td>-2</td> <td>-4</td> <td>-1</td> </tr> </tbody> </table>	Yr Grp	KS2 Average Score		KS2 Reading Score		KS2 Maths Score		Gap ASA/ Nat Av	ASA Gap PP/NPP	Gap ASA/ Nat Av	ASA Gap PP/NPP	Gap ASA/ Nat Av	ASA Gap PP/NPP	Y7	-3	-3	-2	-3	-2	-5	Y8	-4	-5	-4	-3	-3	-3	Y9	-5	-1	-5	-2	-4	-1
Yr Grp	KS2 Average Score		KS2 Reading Score		KS2 Maths Score																														
	Gap ASA/ Nat Av	ASA Gap PP/NPP	Gap ASA/ Nat Av	ASA Gap PP/NPP	Gap ASA/ Nat Av	ASA Gap PP/NPP																													
Y7	-3	-3	-2	-3	-2	-5																													
Y8	-4	-5	-4	-3	-3	-3																													
Y9	-5	-1	-5	-2	-4	-1																													

	Y10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Y11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	CATs															
	Yr Grp	Average Score			Spatial Score			Quantitative Score			Verbal Score			Non-Verbal Score		
		All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP
	Y7	102	89	95	103	87	93	102	89	95	91	89	95	93	90	97
	Y8	92	91	94	92	90	94	93	91	96	93	91	95	92	91	94
	Y9	93	92	94	92	92	92	94	94	95	92	91	93	92	91	94
	Y10	91	90	93	92	91	93	91	89	92	91	89	93	91	90	92
	Y11	88	86	90	87	85	88	88	86	90	89	88	91	87	85	89
2	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.															
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.															
4	High levels of social, emotional and mental health difficulties.															
5	<p>Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers.</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 (2024-2025) KS2 data shows that levels of literacy for disadvantaged students are lower than their non-disadvantaged peers.</p> <p>132 students out of a total year group of 290 in Year 7 in 2024-25 have a CAT Verbal score of below 90 which is a key barrier to accessing the curriculum. Of these 132 students, 63.6% are disadvantaged.</p> <p>In Yr 7 53% of disadvantaged students have a CAT verbal score of less than 90 compared to 37% of non-disadvantaged students.</p>															
6	The current Yr 7 cohort shows characteristics of both the legacy of the Covid- 19 pandemic as well as the current cost of living crisis. The cohort has a 60.6% disadvantaged threshold which is well above the school average.															

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
<i>Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects</i>	We intend to see an improvement year on year in Attainment 8, with the school working towards A8 being 4.63, the 4+ EM being 68%; the 5+ EM being 49%; and the 7+ EM -being 12% . Any remaining gaps in Attainment 8 for disadvantaged students and their peers will continue to reduce.
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by 2027.
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
<i>Social, Emotional and Mental health difficulties are identified early and relevant support from Cornerhouse, Headstart, MIND, MESMAC, PCSO's, Prevent, Refresh and School Nursing Team, ELSA, School Wellbeing, School Mental Health workers and BSOs in place when appropriate</i>	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.
<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	Disadvantaged students have similar reading ages to non- disadvantaged students. Students tested regularly and results actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

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
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. EEF toolkit: collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months	1,6
Trust strategic RAG process (academic, inclusion and reading) Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link Disadvantaged first focus Purchase of SISRA to allow for effective data analysis	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 3, 4, 5, 6
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions. <ul style="list-style-type: none"> Progress in each subject area is positive Support for curriculum leaders Cross Trust analysis of performance and sharing of good practice 1-1/small group interventions with disadvantaged students Aligned curriculums and assessment (2024/2025) 	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 3, 6
Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning Use of Edukey to allow staff ready access to SEN passports and information.	Provides staff with essential information in an easy and accessible format.	1, 4, 5, 6
Train all middle leaders to enable them to empower their teams to support	Empowering middle leaders and increasing their responsibility for the	1, 2, 4, 5, 6

disadvantaged students in their subject area or year team <ul style="list-style-type: none"> All middle leaders and senior links can clearly identify disadvantaged students and the support they require All middle leaders fluent with data for use in RAG meetings 	progress of all cohorts has a positive impact on outcomes. EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	
Support with cost for PE	Equitable approach to sport means that all students are included in all curriculum and enrichment opportunities.	1
Provision of resources and ingredients in art, food technology and hospitality and catering.	Students to be supported with costs of specialised curriculum areas to ensure equitable access.	1

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

Budgeted cost: £ 124,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 5, 6
1:1 or small group tuition/intervention	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5, 6
Key students mentored by members of SLT. Underperforming students identified and assigned a member of SLT as an academic mentor. Regular meetings with students and parents. Progress and attitude closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5, 6
All students are able to access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	1, 3, 6

RAP meetings for Yr 11 Progress and attainment. Meetings focused on the academic improvement of Yr 11 students in key subjects such as English, Maths and Science. Bespoke intervention packages for tutor time and period 6 are put in place for key students.	EEF toolkit: Small group tuition: + 4 months Extending school time: + 3 month	1, 2, 4, 5, 6
Technology to support learning; Mathswatch and Pinpoint Learning (Maths Support); GCSE Pod (all subjects)	EEF toolkit: 1:1 + 5 months	1,5
Early identification and support for vulnerable students. IPass support for visually impaired students.	EEF toolkit: Individualised instructions: + 4 months	1,5
SEND provision through the 'Rainbow Room.' HLTAs to support vulnerable and SEN students.	EEF toolkit: Teaching assistant interventions + 4 months	1,2,3,4,5,6
Inclusion RAP meetings Heads of House and designated SLT meet regularly to sculpt bespoke interventions for designated students across all Year groups.	EEF toolkit: Behavioural Interventions and Social and Emotional learning + 4 months	1,2,4,6
PP Dashboard Use of a centralised dashboard to measure the holistic impact of PP strategies.	Provides stakeholders with essential information in an easy and accessible format.	1,2,3,4,5,6
ASA Reading toolkit Whole school strategy to enable all curriculum teachers to check for understanding and scaffold comprehension via questioning.	EEF toolkit: Reading and Comprehension Strategies + 6 months.	1,5,6

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

Budgeted cost: £ 124912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's Working together to	EEF toolkit: Parental engagement + 4 months	2, 6

<p>improve school attendance - GOV.UK (www.gov.uk)</p>		
<p>Consistency through whole school behaviour and inclusion policy.</p> <p>Create a purposeful learning environment for all students.</p> <p>Clear expectations and boundaries for students.</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p>	<p>1, 2, 4, 6</p>
<p>Rewards and incentives for sustained attendance and achievement.</p> <p>Weekly house competitions for behaviour, attendance, uniform and litter.</p> <p>Use of tea with the Principal and Principal point.</p> <p>Bespoke package for Yr 11</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p>	<p>1, 2, 4, 6</p>
<p>Parental engagement - Through implementation of a Parent Council. Use of surveys so the parent voice can offer a valuable view.</p> <p>Parental engagement such as parents evening and information events.</p> <p>Community engagement through activities such as Talent shows and Food Banks.</p>	<p>EEF toolkit: Parental engagement: + 4 months</p>	<p>1, 2, 3, 4, 5, 6</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>1,2,4,5</p>
<p>Provision of school uniform and clothes</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</p>	<p>1,2,3, 4,5, 6</p>

	<p>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>EEF toolkit: Parental engagement: + 0 months</p>	
<p>Gatsby Benchmark Focus</p> <p>Linking curriculum learning to careers</p> <p>Experience of workplace - PP students are prioritised for aspirational placements such as STEM opportunities</p> <p>Careers interview external career advisors so PP students have a clear plan for progression.</p> <p>Series of college visits and talks to widen aspirations for post 16 choices.</p>	<p><u>Gatsby Benchmarks</u></p>	1,2,6
<p>Provision of a daily breakfast club</p>	<p>The provision of a breakfast club in school reduces hunger in the morning and may help address educational inequalities in the most vulnerable.</p>	1,2,4,6
<p>Reverend for SEMH support</p> <p>An onsite Reverend who works with PP students using Trauma Informed Practice</p>	<p>EEF toolkit: Social and Emotional Learning + 4 months</p>	2,4
<p>Wellbeing Support Officers</p> <p>Two dedicated wellbeing support officers who work with PP students using Trauma informed practice</p>	<p>EEF toolkit: Social and Emotional Learning + 4 months</p>	2,4
<p>NHS Mental Health Support workers.</p> <p>SENCO liaises with a team of NHS mental health support workers that provide support for students at the Academy</p>	<p>EEF toolkit: Social and Emotional Learning + 4 months</p>	2,4
<p>Transition Support</p> <p>Workshops supporting parents in the FSM application process.</p>	<p>EEF toolkit: Parental Engagement + 4 months</p>	1,2,3,4,5,6

Ongoing communication with parents, through the school newsletter, with advice on how to access FSM and PP funding.		
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Total budgeted cost: £ 699,825

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall external examinations show that the gap between PP and National non PP students is closing.

GCSE outcomes in 2023/24 for disadvantaged students demonstrated rising attainment at the Academy with the A8 figure increasing by 5 points from 2022/23 and the P8 figure increasing by 7 points from 2022/23. Key performance indicators demonstrated an improving trend for disadvantaged students with the 4+ Eng/Maths figures increasing by 4.5%.

GCSE outcomes demonstrated the impact of curriculum changes as the gap between National non PP and PP students decreased by 19 points.

The school undertakes regular formative and summative assessments throughout the year and internal data is showing an increased number of PP students are meeting or exceeding a benchmark standard in a number of subjects across the curriculum and that gaps are being identified and addressed throughout the year groups.

Wider issues that impact on disadvantaged students' performance include attendance, where the school is continuing to work hard to improve attendance for the most disadvantaged cohorts.

A recent Poverty Proofing audit was conducted in 2024/25 and outlines wider issues impacting on the education of PP students at the school. This has been considered when planning for 2024/25.

The school is continuing to focus on bespoke support for children and their families, together with strategies to improve attendance and continuing emphasis on quality first teaching.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Programmes - Reading Plus and Fresh Start	Yipiyap and Ruth Miskin
Mathswatch	Mathswatch
GCSE Pod	GCSE Pod