



## Pupil Premium Strategy Online Statement 2021-22



## 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>	Vale of York Academy
<b>SLT PP Lead and Academy PP team</b>	Rob Orr Laura Duncalf
<b>Governor PP Lead</b>	Helen Todd
<b>Trustee PP Lead</b>	Karen Osborne (Chair of Hope Trust Standards Committee) and Alison Smith (SALT)
<b>Hope Central Team Leads</b>	Katherine Humpleby (Secondary School Improvement Lead) and Shan Brough-Jones (Primary School Improvement Lead)
<b>% of Pupils eligible for PP funding in 2020/21</b>	27%
<b>PP Grant Allocation for 2020/21</b>	£148,980
<b>Date of review of this online strategy statement</b>	April 2021
<b>Date for the next review of this online strategy statement</b>	October 2021

**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 2020/21.*

Key headline measure	Target data for Disadvantaged pupils, end 2021	Target data for all pupils, end 2021
Progress 8	0.32	0.24
Progress 8 English	0.23	0.07
Progress 8 Maths	0.34	0.31
Progress 8 Ebacc	0.47	0.32
Attainment 8 score average	3.35	4.25
4+ English and Maths	25%	63%
5+ English and Maths	11%	35%
Ebacc entry	18%	40%
Achieving Ebacc 4+	14%	32%
Achieving Ebacc 5+	11%	18%
Ebacc Average Point Score	3.72	2.83

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**Teaching priorities for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
<p><b>Priority 1</b> - Improving quality first teaching for the disadvantaged cohort to further improve progress 5+ and 7+ across the curriculum, through specific Continual Professional Development, targeting the following strands</p> <ol style="list-style-type: none"> <li>1) Increased use of Low Stakes Assessment</li> <li>2) Modelling and Scaffolding</li> <li>3) Bespoke Feedback</li> <li>4) Building of Metacognition - self-regulation development</li> <li>5) Development of disciplinary literacy</li> <li>6) Building Positive Relationships</li> </ol>	<p><b><u>Aim</u></b></p> <p>To reduce the progress and attainment gap between disadvantaged and non-disadvantaged students and secure strong progression 5+ and 7+</p> <p><b><u>Success Criteria</u></b></p> <p>Improved outcomes for the disadvantaged cohort</p> <p>Progress data suggesting the gap is closing</p> <p>Reduced variation in the quality of work between cohorts during book trawls</p> <p>Increased frequency of verbal contributions from disadvantaged students during lessons, evidenced through Quality Assurance Walks</p> <p>Evidence from student voice of increased feeling of being supported and confident in their learning</p> <p><b><u>Monitoring</u></b></p> <p>Assessment data analysis</p> <p>SLT and middle leader Quality Assurance</p> <p>Line management meetings</p>
<p><b>Priority 2</b> - Development and implementation of the Shadow Curriculum to support remote learning for persistent absentees within the disadvantaged cohort, to secure strong progress for this cohort and the closing of gaps in knowledge, understanding and skills</p>	<p><b><u>Aim</u></b></p> <p>To allow students not in school to participate in high quality provision and progress in their learning</p> <p><b><u>Success Criteria</u></b></p> <p>High percentage of work completion by students unable to attend school</p> <p>High quality work produced remotely</p> <p>Minimal gaps in knowledge, understanding and skill development when returning to school, evidenced through assessment</p> <p><b><u>Monitoring</u></b></p> <p>Google Classroom use monitoring</p> <p>Remote work assessment</p> <p>Quality assurance from Subject Leads and SLT</p> <p>End of unit assessments</p>

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Barriers to addressing these priorities	<p>Student and staff attendance as a result of Covid 19 restrictions</p> <p>Access to suitable devices in the event of non-attendance</p> <p>Home circumstances as a result of Covid-19</p>
Projected spending	<b>£61,939</b>

**Targeted academic support for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
<p><b>Priority 1</b> - Internal Maths and English “Catch Up” sessions for targeted students in the disadvantaged cohort</p>	<p><b><u>Aim</u></b></p> <p>To begin to address the hours of lost learning as a result of lockdowns and Covid restrictions and ensure gaps in knowledge, understanding and skills are closed and pupils can progress in their learning</p> <p><b><u>Success Criteria</u></b></p> <p>High attendance at extra-curricular intervention sessions</p> <p>Individual and group assessment data suggesting progress is once again being made</p> <p>Strong support from parents/carers in the undertaking of the “catch up” provision</p> <p><b><u>Monitoring</u></b></p> <p>Assessment data</p> <p>Attendance data</p> <p>Student voice</p> <p>Quality assurance from English and Maths Leads</p> <p>Line management meetings</p>
<p><b>Priority 2</b>- Increasing reading ages for disadvantaged students with low levels of literacy, through baseline reading assessments, Thinking Reading, writing for purpose, introduction of the Fresh Start Programme and a key focus on disciplinary literacy across the curriculum, to enable pupils to access the curriculum and to progress in their learning</p>	<p><b><u>Aim</u></b></p> <p>Through a range of strategies, both in and out of the classroom, to target low levels of literacy to allow better access to the curriculum</p> <p><b><u>Success Criteria</u></b></p> <p>Improved reading ages amongst targeted students</p> <p>Increased verbal engagement and confidence in the classroom by targeted students</p>

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	<p>Improved comprehension of written tasks, evidenced by quality of work produced and end of unit assessments</p> <p><b><u>Monitoring</u></b></p> <p>CATS testing in Year 7, GL Reading assessments</p> <p>Thinking Reading data analysis</p> <p>Assessment data</p> <p>Student Voice</p> <p>middle leader and senior leader QA</p>
Barriers to addressing these priorities	<p>Reduced attendance and limited engagement from pupils due to Covid-19, barriers to one to one intervention during Covid-19, due to Covid risk assessments</p>
Projected spending	£58,419

**Wider strategies for current academic year**

Priority	Intended outcomes of implementation/how we will measure success, end 2021
<p><b>Priority 1</b> - Increase the disadvantaged cohort's exposure to Cultural Capital, to further support progress across the curriculum</p>	<p><b><u>Aim</u></b></p> <p>To ensure students build their Cultural Capital portfolio through the internal curricular "road map" and a range of free or discounted extra curricular provision</p> <p><b><u>Success Criteria</u></b></p> <p>Implementation of proposed subject based Cultural Capital opportunities planned for within the road map</p> <p>Increased engagement in extracurricular opportunities, evidenced by the after school register and Cultural Capital Tracker</p> <p>Increased number of calendared opportunities for students to engage in, linked to Department Development Plans</p> <p><b><u>Monitoring</u></b></p> <p>Cross referencing of Cultural Capital road map with Department Development Plans and academic calendar</p> <p>Cultural Capital tracker</p> <p>After school register</p> <p>Student voice</p>

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<p><b>Priority 2</b> - Reduction of persistent absenteeism amongst targeted pupils in the disadvantaged cohort, to secure successful progression across the curriculum</p>	<p><b><u>Aim</u></b></p> <p>To reduce the gap between disadvantaged and non - disadvantaged students attendance and progress at school through the practices of the Attendance Officer, Disadvantaged Coordinator and wider Pastoral Team</p> <p><b><u>Success Criteria</u></b></p> <p>Improved attendance and progress amongst targeted pupils in the disadvantaged cohort</p> <p>Reduction in number of students classed as persistent absentees (less than 90% attendance)</p> <p><b><u>Monitoring</u></b></p> <p>Attendance and progress data analysis</p> <p>Parental meeting minutes</p> <p>CPOMs (internal pastoral tracker)</p>
<p><b>Priority 3</b> - Improvement in attitudes to learning of targeted pupils, through reduction of behaviour incidents, seclusions and exclusions amongst the disadvantaged cohorts through the work of the Behaviour Intervention Lead, to secure successful progression in their learning and next steps in education</p>	<p><b><u>Aim</u></b></p> <p>The team in Aspire, particularly the newly appointed Behaviour Intervention Lead, and the wider Pastoral Team to support those disadvantaged students struggling to engage with their education</p> <p><b><u>Success Criteria</u></b></p> <p>Students who are confident and happy in school and are engaged in their learning and making progress</p> <p>Reduction in the number of behaviour incidents</p> <p>Reduction in the number of detentions</p> <p>Reduction in the number of seclusions</p> <p>Reduction in the number of exclusions</p> <p><b><u>Monitoring</u></b></p> <p>Behaviour and progress data analysis</p> <p>Student voice</p> <p>Line management meetings</p> <p>Parental meeting minutes</p> <p>CPOMs (internal pastoral tracker)</p> <p>PASS testing</p>
<p><b>Priority 4</b> - Improved mental health and well being amongst the disadvantaged through the</p>	<p><b><u>Aim</u></b></p> <p>To provide a pastoral layer of support within school to support the removal of non-academic barriers to</p>

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<p>work done by the School Counsellor and our Disadvantaged Coordinator</p>	<p>success and in turn reducing behavior incidents, improving attendance and increasing progress.</p> <p><b><u>Success Criteria</u></b></p> <p>Improved attendance amongst targeted students</p> <p>Improved progress of targeted pupils across the curriculum</p> <p>Improved attitude to learning and reduced behaviour incidents amongst targeted students</p> <p>Increased engagement with and from targeted families</p> <p><b><u>Monitoring</u></b></p> <p>Disadvantaged Coordinator tracker</p> <p>Behaviour data analysis</p> <p>Attendance data analysis</p> <p>CPOMs (internal pastoral tracker)</p> <p>Line management meetings</p> <p>PASS testing</p>
<p><b>Priority 4 - Community Food Hamper Project</b></p>	<p><b><u>Aim</u></b></p> <p>To support families who are struggling financially with groceries, helping to tackle a non-academic barrier to learning</p> <p><b><u>Success Criteria</u></b></p> <p>Provision to be readily available for any family as and when they require it</p> <p><b><u>Monitoring</u></b></p> <p>Family engagement tracker</p>
<p>Barriers to addressing these priorities</p>	<p>Lack of funding</p> <p>Reduced support from local businesses</p>
<p>Projected spending</p>	<p><b>£28,622</b></p>

**Monitoring, reporting and evaluation**

Progress against these priorities will be regularly evaluated through the school PP team strategy meetings, local governing body meetings and Trust Standards Committee meetings, as a standing item on the agenda.



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

<b>% of pupils eligible for PP funding in 2019/20</b>	27%
<b>PP Grant Allocation for 2019/20</b>	£148,665

**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	0.62	-0.22	0.53	0
Progress 8 English	0.35	-0.17	0.25	-0.04
Progress 8 Maths	0.52	-0.24	0.44	0.05
Progress 8 Ebacc	0.80	-0.25	0.66	-0.1
Attainment 8 score average	42.9	38.9	46.1	45.7
4+ English and Maths	59%	48%	71%	65%
5+ English and Maths	22%	22%	40%	38%
Ebacc entry	15%	15%	22%	22%
Achieving Ebacc 4+	7%	4%	14%	12%
Achieving Ebacc 5+	0%	0%	10%	6%
Ebacc APS	3.52	3.18	3.87	3.81

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

Priority	Impact
1 Through high quality teaching, facilitate the reduction in the progress gap between disadvantaged and non-disadvantaged students, through targeted CPD and training. Role of Disadvantaged Coordinator	2019 GCSE Exam Data PP vs Non-PP Gap - 0.6 2020 GCSE Centre Assessed Grades PP vs Non-PP Gap - 0.3

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2 Departmental development plans to highlight strategies targeting the reduction in the gap between PP and Non-PP students	During the 2019 Ofsted visit, it was reported that very little difference could be seen between PP and Non-PP student books in terms of content and presentation and progress - evidence departmental strategies have worked.
3 Establishment of a Pupil Premium working group to research teaching and learning of disadvantaged students	The group concluded many disadvantaged students find life experiences a barrier to a range of subjects and as such created the Cultural Capital Snake (a pathway of curricular opportunities to enhance every child's awareness of the world around them) and the concept of the Vale of York Award to support students to gain experiences that will support them in the classroom
Barriers to addressing these priorities/mitigating actions	Covid 19 Restrictions
Costing	<b>57,965</b>

**Evaluation of targeted academic support in 2019/20**

<b>Priority</b>	<b>Impact</b>
1 Facilitation of additional opportunities for disadvantaged Key Stage 4 students to improve academic outcomes through targeted extension of the school day, therapy sessions and holiday support	Until point of lockdown in March 2020, opportunities were effective both in terms of attendance and impact on assessment data.
2 Small group literacy intervention for those with weak reading and writing skills. CAT testing, GL baseline assessment	Y8 PP cohort - 64% improved their reading age Y9 PP cohort - 51% improved their reading age Y10 PP cohort - 33% improved their reading age
3 Homework club to provide a safe, supported environment for disadvantaged students to complete homework	Attendance at this provision was not satisfactory in light of the percentage of disadvantaged students within our school.
Barriers to addressing these priorities/mitigating actions	Students home circumstances impacted upon attendance, Covid 19 restrictions addressed by primitive home learning provisions
Costing	<b>60,200</b>

**Evaluation of wider strategies in 2019/20**

<b>Priority</b>	<b>Impact</b>
1 Cultural Capital tracker to monitor the wider experiences enjoyed by the PP cohort outside of the classroom	A picture developed of which students required targeting by the Disadvantaged Coordinator to signpost extra curricular opportunities. A further impact was the development of the Cultural Capital Snake (a pathway of curricular

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	opportunities to enhance every child's awareness of the world around them) in response to the poor take up of extra curricular opportunities.
2 To reduce the number of behaviour incidents, seclusions and exclusions for disadvantaged students	<p>On calls for incidents of low level misbehaviour consisted of 45% being PP students compared to 55% Non-PP students, a major swing from the previous year.</p> <p>The gap between PP and Non-PP students in terms of number of exclusions remained significant however, with 58% of all exclusion incidents coming from the PP cohort.</p>
3 Disadvantaged students to be directly supported financially to allow the purchase of basics such as uniform, stationary and other equipment as well as allowing them to engage in educational visits, the arts and a range of other extra curricular opportunities.	A significant portion of the PP budget was set aside for supporting students in it's intended way. The start of lockdown in March limited the need for PP students to access this part of the strategy.
Barriers to addressing these priorities/mitigating actions	Covid 19 Restrictions, Students Home Circumstances
Costing	30,500