



Pupil Premium Strategy Online Statement
2021-22

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	Vale of York Academy
Number of pupils in school	656
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Toby Eastaugh (Principal)
School Pupil Premium lead	Rob Orr
School Governor lead	Helen Todd
Trust Board lead	Ms P Gowland
School Improvement Central Team lead	Katherine Humpleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154600
Recovery premium funding allocation this academic year	£22620
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	£177,220

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.*

School Vision and Rationale for Pupil Premium Strategy

At Vale of York Academy, we ultimately have high expectations of every child, regardless of their background. Through our Pupil Premium Strategy, we endeavour to support those who are affected in a range of ways by socio-economic inequality in meeting these high expectations.

Main Objectives For Our Disadvantaged Pupils

- Attendance and attitudes to learning at school, in line with pupils not considered disadvantaged
- Access to a broad and balanced curriculum and high quality Teaching and Learning
- Removal of the progress and attainment 'gap' between disadvantaged students and their peers and for all pupils to achieve and exceed their potential
- High aspirations and successful transition post-16
- Unhindered access to enrichment opportunities and cultural capital experiences
- Access to high quality personal development and wellbeing support

Key Principles of Our Strategy

The overarching principles of our strategy are -

1. We strive to be a safe, supportive, caring and positive learning environment that both disadvantaged and non-disadvantaged students alike want to be a part of, through high quality pastoral support
2. High quality teaching of consistently effective lessons is fundamental to the progress of all children, regardless of their socio-economic background
3. Access to enrichment opportunities and cultural capital experiences are imperative to developing awareness and improving life chances

Our Pupil Premium Strategy allows us as an organisation to work towards our objectives through three main strands -

1.High Quality Pastoral Support

We are fortunate that we have a number of layers to the Pastoral Support we are able to offer as part of the strategy. We have a designated Pupil Premium Coordinator who works exclusively with disadvantaged children both in a welfare and academic support capacity. In addition, our Aspire team consists of an Educational and Pastoral Support Officer, a Behaviour Intervention Lead, the Aspire Manager and Seclusion Manager who collectively underpin this strand of the strategy.

2. High Quality Teaching and Learning

The Teaching Learning strand of our strategy allows us to deliver consistently high quality lessons with a particular focus on disciplinary literacy, an area research regularly identifies as an area of weakness for disadvantaged children. Through regular professional development, triangulated quality assurance and planned intervention, all pupils are supported to achieve and exceed their potential

3. Curriculum enrichment

Through our enrichment tracker, we are able to monitor students' access to extracurricular opportunities and cultural capital experiences, with a particular focus on disadvantaged students. Analysis of this tracker allows us to signpost reluctant students to opportunities or indeed, create new opportunities based on feedback. Within curriculum areas, we are developing the 'Cultural Capital Snake' - a roadmap of opportunities and experiences that are guaranteed through lessons within departments on a year by year basis. Student leadership opportunities supporting transition from primary school are also an important part of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reduced attendance amongst disadvantaged cohort</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 7.87% lower than for non-disadvantaged pupils.</p> <p>42.41% of disadvantaged pupils have been 'persistently absent' compared to 15.56% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>This has been further exacerbated by the Covid-19 pandemic</p>
2	<p>Increased number of seclusions and exclusions for the disadvantaged cohort</p>

	<p>In 2020-21, despite behaviour incidents being split relatively evenly at 51% PP and 49% non-PP, Pupil Premium students accounted for 56% of behavior which resulted in seclusion and 61% of behaviour which resulted in a Fixed Term Exclusion.</p>
3	<p>Low levels of literacy</p> <p>Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>In 2020, 28% of Year 7 pupils arrived with a reading age below what would be expected at 11 whilst in 2021, this number rose to 37%.</p> <p>This has been exacerbated due to the Covid-19 pandemic</p>
4	<p>Mental health and wellbeing challenges - exacerbated due to pandemic</p> <p>26 disadvantaged students over 2020/21 referred for support and currently 46 students accessing mental health and wellbeing support in 2021-22</p>
5	<p>Pupil reluctance to engage with Cultural Capital opportunities</p>
6.	<p>High-prior attainers disadvantaged pupil progress gap compared to non-disadvantaged</p> <p>English and Maths 5+ and 7+ data for disadvantaged: English 5+ is 33.3% English 7+ is 7.4% Maths 5+ is 11.1% Maths 7+ is 7.4%</p> <p>Performance of high-prior attainers / disadvantaged pupils: P8 + 0.75</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
1.	Increased attendance of disadvantaged pupils to close the gap with non-disadvantaged pupils towards national	<p>Attendance gap between disadvantaged and those not explicitly disadvantaged to reduce to less than 5%</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. <p>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
2.	Reduction in behaviour incidents amongst disadvantaged pupils	Number of behaviour incidents amongst disadvantaged pupils to be in line with that of non-disadvantaged pupils - 50%.

3.	Improved literacy for targeted disadvantaged pupils	<p>Improved reading ages evidenced by data from the Thinking Reading and Read - Write programmes</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. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p> <p>A focus on Writing for Purpose within lessons will be evident and increase engagement and progress in disciplinary literacy</p>
4.	Increased capacity to support pupil's mental health and well being through the work of the Education and Welfare Officer and the Wellbeing in Mind Project	Education and Welfare Officer waiting lists reduced (currently 7) as referrals to Well Being In Mind Project adds value and capacity
5.	Increased engagement with Cultural Capital	Percentage of disadvantaged pupils attending extra curricular clubs and trips to increase to over 50%
6.	<p>Reduction in progress gap between disadvantaged and non-disadvantaged cohorts in core subjects, with focus on high prior attainers -</p> <p>English Maths Science</p>	<p>Both internal and externally verified data demonstrates a progress gap of - 0.3 or less</p> <p>The impact of implementing the Walthrus instructional coaching guide is evident through quality assurance and internal data</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




Budgeted cost: £64,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving quality first teaching using the Teaching Walkthrus Instructional Coaching guides with an emphasis on questioning and feedback. This will generate stretch and challenge to support Higher Prior Attainers</p> <p>(https://www.walkthrus.co.uk)</p>	<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p> <p><i>(Educational Endowment Fund Teaching and Learning Toolkit)</i></p> <p>“All teachers ask questions and give feedback. However, there can be a significant range in the extent to which these practices have an impact on securing deeper learning with all students in a class. It is important for teachers to develop the capacity to be responsive, adjusting the explanatory inputs and tasks according to how well students are doing in making sense of material.”</p> <p><i>(Sherrington & Caviglioli 2020)</i></p>	<p>2,3</p>
<p>Development and implementation of the Shadow Curriculum to</p>		<p>1,2</p>

support Remote Learning and Homework for pupils whose attendance due to behaviour is a barrier

Homework

High impact for very low cost based on very limited evidence

(Educational Endowment Fund Teaching and Learning Toolkit)

“By adopting class management technologies that are as relevant and useful in the classroom as they are in the home-learning environment, schools can achieve seamless integration in between the two. This goes far beyond simply delivering live lessons via simple video platforms, a solution many schools turned to in lockdown.

As the National Foundation for Educational Research recently recommended, in preparing their remote learning plans, schools should give consideration to:

...making sure that the school has an effective platform for sharing work with pupils and receiving submitted work, such as a virtual learning environment (VLE); making provision for online lessons, and for interactions between pupils and teachers and between pupils and other pupils; providing activities that involve consolidating learning; using strategies that focus on helping pupils to become independent learners.”

(Al Kingsley, Teachingtimes.com 2020)<https://www.teachingtimes.com/consistency-and-continuity-in-and-out-of-the-classroom-with-net-support/>

Establish and maintain a focus on Writing For Purpose within lessons to support disadvantaged student engagement and understanding the context of disciplinary literacy

“Teaching writing is a balancing act; real time and space need to be created for developing children’s knowledge about language and the ability to use and apply this knowledge creatively and effectively. The balance between process and product also need to be considered, and the relevance, purpose and pleasure in writing highlighted, so that young learners experience writing as meaningful and see themselves and their teachers as writers with something to say and the means to say it”
(Teresa Cremin, Motivating Children to Write with Purpose and Passion 2017).

3,6

Develop curriculum connections between subject areas to strengthen

“Why does...forgotten, misunderstood and inert knowledge occur on such a wide scale? While there are many reasons, here I want to single out the basic *disconnectedness* of much of what students learn in schools. A good deal of the typical curriculum does not *connect*—not to practical applications, nor to

3,5,6

and broaden pupil knowledge and Cultural Capital so disadvantaged students can benefit from knowledge and skills across subjects	<p>personal insights, nor to much of anything else. It's not the kind of knowledge that would connect. Or it's not taught in a way that would help learners to make connections...What's needed is a connected rather than a disconnected curriculum—one full of knowledge of the right kind, one taught in a way to connect richly to future insights and applications.</p> <p>(David Perkins, The Think-Learning Connection, 1993 - https://www.ascd.org/el/articles/the-connected-curriculum)</p>	
Development of teacher's pedagogy through the Maths Mastery workshop to ensure disadvantaged pupils have a deeper understanding of numeracy	<p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <p>(Education Endowment Fund Teacher Toolkit)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>	6

Targeted academic support

Budgeted cost: £82,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction and embedding of the National Tutoring Programme to support progress and lost learning as a result of the pandemic.</p> <p>Targeted, underachieving Y10 students, of which 71% are Pupil Premium, will receive weekly tuition in Maths, English and Science to support</p>	<p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> <p>(Educational Endowment Fund Teacher Toolkit)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>	3,6

progress and recover lost learning.		
Thinking Reading Programme to support disadvantaged pupils struggling with their reading	<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>(Educational Endowment Fund Teacher Toolkit)</p>	<p>1,2,3</p> <p>+6</p>
Read Write Inc Fresh Start Programme to support learners to read who are below age related expectations	<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>(Educational Endowment Fund Teacher Toolkit)</p>	<p>1,2,3</p> <p>+6</p>
Initiation of the Peer Reading scheme, involving Year 11 Prefects supporting Year 7 pupils with low literacy	<p>Peer tutoring</p> <p>High impact for very low cost based on extensive evidence</p> <p>(Educational Endowment Fund Teacher Toolkit)</p>	<p>1,2,3</p> <p>+5</p>
Period 6 after school programme and Homework Club to support cohorts of pupils underachieving	<p>Extending school time</p> <p>Moderate impact for moderate cost based on limited evidence</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>(Educational Endowment Fund Teacher Toolkit)</p>	<p>3</p> <p>+3</p> <p>+4</p>

Wider strategies

Budgeted cost: £ 29,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing capacity to support pupil's mental wellbeing through work of our Education and Welfare Support Officer. In addition, engagement with the Wellbeing in Mind Service provided by the NHS</p>	<p>"Poor emotional and psychological well-being can have a negative impact on many areas of a young person's life including the relationships they form, their academic achievement and their home life.</p> <p>Having the right support available in schools and colleges helps to make sure problems are picked up at the earliest opportunity and young people are able to receive the right help, more quickly; lessening the impact mental wellbeing difficulties can have both now and in the future.</p> <p>It also helps teachers and other staff to better support children in school/college and supports a healthy environment where young people are encouraged to consider their emotional wellbeing and that of others."</p> <p><i>NHS Foundation Trust, 2021 - https://www.tewv.nhs.uk/services/wellbeinginmind-parent/</i></p>	<p>1,2,4</p>
<p>Investment in the Attendance team to increase capacity and allow for greater engagement with disadvantaged families, including outreach work and regular home visits</p>		<p>1,2,4</p>

<p>Increased support for pupils who face barriers in regulating their learning and /or behaviour through the appointment of our Behaviour Intervention Lead and her work in The Hive, developed for small group interventions. The development of The Hemisphere SEN provision also feeds into this work.</p>	<p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	<p>1,2,3,4,5</p>
<p>Continuation of the Pupil Premium Coordinator Role to add an extra layer of support exclusively for disadvantaged students with a focus on improving attendance, reducing behaviour incidents and increase engagement with disadvantaged parents</p>	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p> <p>“...research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included then they will develop the skills and brain systems that provide resilience to the stressors.</p> <p>Multiple studies have shown where relationships across school are strong, the most disadvantaged students will thrive.</p> <p>Good parental involvement strategies are rooted in strong relationships, seeing life through the lens of the most disadvantaged families”</p> <p><i>(Marc Rowland, Addressing Educational Disadvantage in Schools and Colleges, 2021)</i></p>	<p>1,2,4,5</p>

<p>The launch and embedding of the Cultural Capital “Roadmap” a timeline of curriculum time Cultural Capital experiences, supported by development and use of the enrichment tracker to target pupils for signposting</p>	<p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>(<i>Educational Endowment Fund Teacher Toolkit</i>)</p> <p><i>“A great curriculum gives children the essential knowledge and also builds the cultural capital they need to become well-rounded and informed citizens.”</i></p> <p>(Amanda Spielman, HM Chief Inspector of Education 2020)</p>	<p>1,2,4,5</p> <p>+3</p> <p>+1</p>
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Total budgeted cost: £ 177,220

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 the performance of disadvantaged pupils was lower than in the previous 2019/20 year in key areas of the curriculum. EBacc entry was 22.2%, which is higher than in the previous year, but 3% above the target we had aimed for.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to 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 such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding 2 years at 92.08%.. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 86.58% in comparison to 94.45% for non PP pupils. Persistent absence for disadvantaged pupils was 42.41% in comparison to 15.56% for non PP pupils. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that 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

Programme	Provider
York Students In Schools Tutoring Programme Intensive small group Maths and English tutoring delivered by trained undergraduate students aimed at disadvantaged pupils.	York University
Thinking Reading Bespoke 1 to1 intervention to bring students reading age in line with their chronological age through accelerated progress	Thinking Reading
Read, Write Inc. Fresh Start 1 to 1 or small groups phonics reading intervention aimed at students who have gaps in phonic knowledge on arrival	Ruth Miskin

FURTHER INFORMATION

Food Hamper Project

At the start of lockdown, Vale of York Academy set up a food bank to support those families struggling with the onset of the pandemic. It quickly became clear the need was beyond that caused by Covid 19 so the Food Hamper Project has become established to support anyone who requires it. The project is possible due to donations from the community and has helped dozens of families to date.