

**Pupil Premium Strategy Online Statement**  
**2022-23**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Vale of York Academy
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£168730
Recovery premium funding allocation this academic year	£24097.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,827

# Part A: Pupil premium strategy plan

## Statement of intent

### Trust Vision and Rationale for Pupil Premium Strategy

#### ***Life in all its Fullness - A Place to Thrive***

##### **Our Values**

gracious, compassionate, loyal, patient, kind, forgiving, just  
freedom, aspiration, inclusivity, transformation, hope

*Hope Sentamu Academy Learning Trust is committed to enabling our communities to **Thrive**. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.*

*This strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches, to close the progress and attainment gap).*

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

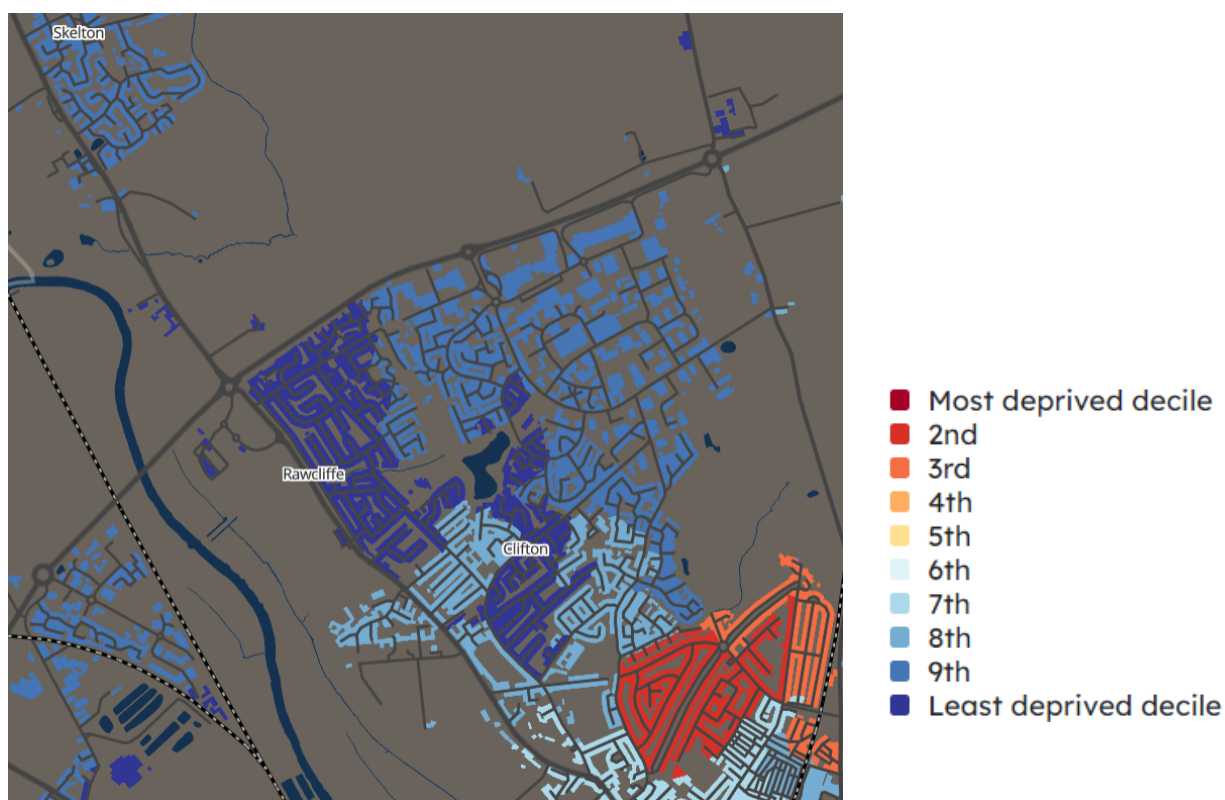
*First and foremost, **Great Teaching Changes Lives**. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with **Hope Sentamu Learning Trust's 'Principles for Vulnerable Learners' and Audit Tool**, which were developed in the Summer term of 2020, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, mental health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage.*

## 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. The community we serve has a broad spectrum of economic context, ranging from high levels of affluence to high levels of deprivation.

Data from the Index of Multiple Deprivation

(<https://data.cdrc.ac.uk/dataset/index-multiple-deprivation-imd>) indicates that although the majority of our catchment falls within the lower deciles of deprivation within the UK, a significant number of our students attend from areas in the 2nd and 3rd decile, considered to be the top 20% and 30% of most deprived areas of the country.



Due to the current cost of living challenges however, we are seeing a growing number of families applying for free school meals and reaching out for support from the Academy who live in areas not considered statistically deprived.

Through our strategy, we endeavour to support, not only those students who have been allocated Pupil Premium funding, but **all** of those students who are affected by socio-economic inequality to meet the high expectations we set for **every** student

### Main Objectives For Our Disadvantaged Pupils

- Attendance and attitudes to learning at school that has no disparity across the cohort, regardless of socio-economic background

- 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 are 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. Effective and Bespoke 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. Within the strategy are plans for a designated Pupil Premium Coordinator who will work exclusively with disadvantaged children both in a welfare and academic support capacity. 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. In addition to this, new for 2022 is our Alternative Provision, designed to engage and support students who are struggling to access mainstream education. This provides a further layer of support within the academy that we previously did not have the capacity to offer.

#### **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. The whole school CPD focus is centred around Adaptive Teaching, which at it's core shares the same principles championed by Disadvantage Education specialist Marc Rowland -

- Modelling and scaffolding of work

- Effective, bespoke feedback
- Emphasis on language and literacy development
- Low stakes testing
- Metacognition
- Building strong student-staff working relationships

Through regular professional development, triangulated quality assurance and planned intervention, all pupils are supported to achieve and exceed their potential

### **3. Curriculum Enrichment**

As an Academy, we recognise the huge value that enrichment opportunities can have for students and in particular those who come from a disadvantaged background.

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 development plans, opportunities to develop our student's Cultural Capital portfolio are planned in, as is the provision to remove potential accessibility challenges for our disadvantaged cohort.

The Vale of York Award will provide our Key Stage 3 students with the platform to enhance their understanding of not only their local area, but of the wider world and their place within it

Student leadership opportunities supporting transition from primary school are also an important part of our strategy. They help to develop confidence, self esteem and a sense of belonging amongst those who take part, as well as facilitating the development of new skill sets.

## 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 academic year indicates that attendance among disadvantaged pupils has been 8.77% lower than for non-disadvantaged pupils.</p> <p>59.28% of disadvantaged pupils have been 'persistently absent' compared to 30.93% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Increased number of seclusions and exclusions for the disadvantaged cohort</p> <p>In 2021-22, despite behaviour incidents being split relatively evenly at 49% PP and 51% non-PP, Pupil Premium students accounted for 51% of behaviour which resulted in seclusion and 49% 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 2021, 37% of Year 7 pupils arrived with a reading age below what would be expected at 11 whilst in 2022, 20% of pupils had a reading age of 9 years 6 months or lower...</p>
4	<p>Mental health and wellbeing challenges</p> <p>46 students accessed mental health and wellbeing support in 2021-22 from our Well Being Support officer, with 52% being disadvantaged students. In addition, We have an increasing number of students being referred for WBIM/SWS support, we are predicting the numbers of students who access support for SEMH to be higher than last year.</p>
5	<p>Pupil reluctance to engage with cultural capital and enrichment opportunities</p> <p>In 2021-22, 29.2% of students who attended clubs were disadvantaged and whilst in line with the cohort ratios, we were able to identify a very significant number of disadvantaged students accessed very little.</p>

The following figures are the percentage of each year groups disadvantaged cohort who accessed at least one out of class cultural capital opportunity

Y7	71%
Y8	19%
Y9	46%
Y10	100%*
Y11	28.5%

\*Year 10 were exposed to cultural capital opportunities within curriculum time as part of a trial project

6.

Disadvantaged pupil progress gap compared to non-disadvantaged

Disadvantaged still make on average half a grade less progress than non-disadvantaged pupils and this is an area the academy is working on, but this is in line with the national gap across the country.



## 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"> <li>- 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%.</li> <li>- 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.</li> </ul>
2.	Reduction in behaviour incidents amongst disadvantaged pupils	<p>Number of behaviour incidents amongst disadvantaged pupils to be in line with that of non-disadvantaged pupils - 50%.</p> <p>Percentage of disadvantaged students whose average ATL is 3 or more to be at least 75%</p>

3.	Improved literacy for targeted disadvantaged pupils	<p>Improved reading ages evidenced by data from the Thinking Reading, Read - Write, Inc, and Forensic Reader 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	WBIM are now reaching capacity, we have started an informal waiting list for consultations. Some consultations are being referred to external agencies for more targeted support. SWS are also at capacity currently but will be onto a new round of interventions in the new year.
5.	Increased engagement with Cultural Capital	Percentage of disadvantaged pupils attending extra curricular clubs and trips to increase to over 50%
6.	Reduction in progress gap between disadvantaged and non-disadvantaged cohorts in core subjects - English Maths Science	<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: £70,417









Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving quality first teaching using the Walkthrus Instructional Coaching guides to develop Adaptive Teaching across that Academy. This will ensure appropriate levels of challenge and support for low, mid and high ability students.</p> <p>(<a href="https://www.walkthrus.co.uk">https://www.walkthrus.co.uk</a>)</p>	<p><b>Feedback</b></p> <p>High impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +8</p> <p><b>Individualised instruction</b></p> <p>Moderate impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +3</p> <p><b>Metacognition and self-regulation</b></p> <p>High impact for very low cost, based on extensive evidence.</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +7</p> <p><i>(Educational Endowment Fund Teaching and Learning Toolkit)</i></p> <p><i>“Scaffolding provides students with temporary supports that are gradually removed or ‘faded out’ as they become increasingly independent. It is a common component of guided practice within instruction. Teachers are used to the idea of first, now, next – building the bigger picture and making connections for learning.”</i></p> <p><i>(Matt Bromley, sec-ed.co.uk, December 2021)</i></p> <p><i>“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</i></p>	<p>2,3</p>

	<p>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.”  <i>(Sherrington &amp; Caviglioli 2020)</i></p>	
<p>Teaching and Learning Team support for colleagues to consistently plan, deliver and evaluate high quality lessons, with a focus on increasing disadvantaged students engagement and application</p>	<p><i>“Benefits of professional peer support -</i></p> <ul style="list-style-type: none"> <li>● <i>Improved learning in the classroom – it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.</i></li> <li>● <i>Improved creativity in the classroom and across the school, allowing the school to thrive in today’s changing and challenging world, where speed of adaptation and innovation is so important.</i></li> <li>● <i>A greater openness for staff to share practice, take risks in trying new things, to admit and learn from mistakes and to create a whole school learning culture.”</i></li> </ul> <p><i>(Les Duggan, focus-education.co.uk, 2022)</i></p>	2,3
<p>Establish and maintain a focus on Writing For Purpose within lessons to support disadvantaged student engagement and understanding the context of disciplinary literacy</p>	<p><i>“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”</i>  <i>(Teresa Cremin, Motivating Children to Write with Purpose and Passion 2017).</i></p>	3,6
<p>Develop literacy skills through greater exposure and analysis of subject specific texts and Drop Everything and Read</p>	<p><i>In modern society, literacy is involved in virtually all everyday activities. As a result, poor literacy impacts on every aspect of life. Literacy education is such a core foundation of society that it is often used as a measure of socio-economic development. Poor literacy is estimated to cost the UK economy £81.3 billion per year (World Literacy Foundation, 2015). Children with poor literacy have difficulty accessing the curriculum and are therefore more likely to have poor educational outcomes (McLaughlin, Speirs, &amp; Shenassa, 2014; Ricketts, Sperring, &amp; Nation, 2014). In the longer term, this limits employment options, increasing rates of unemployment (McLaughlin et al., 2014; OECD, 2013) and even impacts on health (DeWalt, Berkman, Sheridan, Lohr, &amp; Pignone, 2004).</i></p>	3,5,6

	<i>(Literacy Development: Evidence Review, Education Endowment Foundation, July 2019)</i>	
Continued Professional Development of staff to ensure the latest evidence based strategies and provisions are practised in the classrooms and within the pastoral system.	<p><i>"...an effective training programme is so crucial: if done well, such a programme provides teachers with the direction, resources and support to make changes that they would not have the time to make on their own."</i></p> <p><i>(Josh Goodricke, Teacher Development Trust, 2014)</i></p> <p><i>"Clear, responsive leadership – Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training"</i></p> <p><i>(Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - distinct 'building blocks of success', DFE, 2015)</i></p>	1,2,3,4,5,6
The embedding of Maths Mastery after a period of development to ensure disadvantaged pupils have a deeper understanding of numeracy	<p><b>Mastery learning</b></p> <p>Moderate impact for very low cost, based on moderate evidence.</p> <p><i>(Education Endowment Fund Teacher Toolkit)</i></p> <p>    </p>	6

## Targeted academic support

Budgeted cost: £88,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of the School Led Tutoring programme to support progress and lost learning.</p> <p>Targeted, underachieving Y11 students, of which 50% are Pupil Premium, will receive weekly tuition in Maths, English and Science to support progress and recover lost learning.</p>	<p><b>Extending school time</b>   <b>+2</b></p> <p><i>Low impact for moderate cost, based on moderate evidence.</i></p> <p><b>Small group tuition</b>   <b>+4</b></p> <p><i>Moderate impact for moderate cost, based on limited evidence.</i></p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	3,6
<p>Thinking Reading Programme to support disadvantaged pupils struggling with their reading</p>	<p><b>Reading comprehension strategies</b>   <b>+6</b></p> <p><i>High impact for very low cost, based on extensive evidence.</i></p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	1,2,3
<p>Read Write Inc Fresh Start Programme to support learners to read who are below age related expectations</p>	<p><b>Reading comprehension strategies</b>   <b>+6</b></p> <p><i>High impact for very low cost, based on extensive evidence.</i></p>	1,2,3

	<i>(Educational Endowment Fund Teacher Toolkit)</i>	
Embedding of the Peer Reading scheme, involving Year 11 Prefects supporting Year 7 pupils with low literacy	<p><b>Peer tutoring</b></p> <p>Moderate impact for very low cost, based on extensive evidence.</p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	<p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +5</p>
Period 6 after school programme and Homework Club to support cohorts of pupils underachieving	<p><b>Extending school time</b></p> <p>Low impact for moderate cost, based on moderate evidence.</p> <p><b>Small group tuition</b></p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	<p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +2</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p>
Literacy and numeracy focus within the new Alternative Provision within Aspire to support students who have encountered barriers to accessing the curriculum within mainstream classes.	<p><b>Small group tuition</b></p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p><b>Reducing class size</b></p> <p>Moderate impact for high cost, based on moderate evidence.</p> <p><b>Behaviour interventions</b></p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	<p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +3</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +3</p>



Continued development of 'The Hemisphere' provision to support disadvantaged and vulnerable learners with SEND	<b>Collaborative learning</b> Moderate impact for very low cost, based on extensive evidence.				1,3,6
	<b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence.				
	<b>Teaching assistants</b> Low impact for high cost, based on limited evidence.				
	<i>(Educational Endowment Fund Teacher Toolkit)</i>				




**Wider strategies**

Budgeted cost: £ 33,710

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 - <a href="https://www.tewv.nhs.uk/services/wellbeinginmind-parent/">https://www.tewv.nhs.uk/services/wellbeinginmind-parent/</a></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>	<table border="1" data-bbox="730 995 1655 1281"> <thead> <tr> <th data-bbox="730 995 904 1075">Attendance (Academic Year)</th> <th data-bbox="904 995 1140 1075">Equals this many days absent</th> <th data-bbox="1140 995 1420 1075">Equals this many weeks absent (approx.)</th> <th data-bbox="1420 995 1655 1075">Equals this many lessons missed</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 1075 904 1118">95%</td> <td data-bbox="904 1075 1140 1118">9 days</td> <td data-bbox="1140 1075 1420 1118">2 weeks</td> <td data-bbox="1420 1075 1655 1118">60 lessons</td> </tr> <tr> <td data-bbox="730 1118 904 1161">90%</td> <td data-bbox="904 1118 1140 1161">19 days</td> <td data-bbox="1140 1118 1420 1161">4 weeks</td> <td data-bbox="1420 1118 1655 1161">120 lessons</td> </tr> <tr> <td data-bbox="730 1161 904 1204">85%</td> <td data-bbox="904 1161 1140 1204">29 days</td> <td data-bbox="1140 1161 1420 1204">6 weeks</td> <td data-bbox="1420 1161 1655 1204">180 lessons</td> </tr> <tr> <td data-bbox="730 1204 904 1248">80%</td> <td data-bbox="904 1204 1140 1248">38 days</td> <td data-bbox="1140 1204 1420 1248">8 weeks</td> <td data-bbox="1420 1204 1655 1248">240 lessons</td> </tr> <tr> <td data-bbox="730 1248 904 1281">70%</td> <td data-bbox="904 1248 1140 1281">57 days</td> <td data-bbox="1140 1248 1420 1281">12 weeks</td> <td data-bbox="1420 1248 1655 1281">360 lessons</td> </tr> </tbody> </table>	Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent (approx.)	Equals this many lessons missed	95%	9 days	2 weeks	60 lessons	90%	19 days	4 weeks	120 lessons	85%	29 days	6 weeks	180 lessons	80%	38 days	8 weeks	240 lessons	70%	57 days	12 weeks	360 lessons	<p>1,2,4</p>
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<p>Increased support for pupils who face barriers in regulating their learning and /or behaviour within Aspire including our Alternative Provision and Zones of Regulation interventions.</p>	<p><b>Behaviour interventions</b>  Moderate impact for moderate cost, based on extensive evidence.</p> <p><b>Small group tuition</b>  Moderate impact for moderate cost, based on limited evidence.</p> <p><b>One to one tuition</b>  Moderate impact for high cost, based on extensive evidence.</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><b>Parental engagement</b>  Moderate impact for moderate cost, based on moderate evidence.</p> <p><b>Behaviour interventions</b>  Moderate impact for moderate cost, based on extensive evidence.</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.  Multiple studies have shown where relationships across school are strong, the most disadvantaged students will thrive.</p>	<p>1,2,4,5</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>Curriculum led Cultural Capital development to raise pupil’s awareness of the world around them, increasing their preparedness for leaving secondary school. In addition use of extra-curricular attendance data to target those with low engagement to take up enrichment opportunities</p>	<div data-bbox="539 359 1854 574"> <p><b>Arts participation</b>      £ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +2</p> <p><i>Low impact for low cost, based on moderate evidence.</i></p> <p><b>Sports participation</b>      £ £ £ £ £      🔒 🔒 🔒 🔒 🔒      +2</p> <p><i>Low impact for moderate cost, based on limited evidence.</i></p> </div> <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><i>(Amanda Spielman, HM Chief Inspector of Education 2020)</i></p> <div data-bbox="683 954 1079 1161"> <table border="1"> <caption>VOY PP students surveyed about number of out of school Cultural Capital opportunities engaged with since starting 21-22</caption> <thead> <tr> <th>Number of Opportunities</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>36.4%</td> </tr> <tr> <td>1</td> <td>45.5%</td> </tr> <tr> <td>2</td> <td>18.2%</td> </tr> <tr> <td>3+</td> <td>0%</td> </tr> </tbody> </table> </div> <p>VOY PP students surveyed about number of out of school Cultural Capital opportunities engaged with since starting 21-22</p>	Number of Opportunities	Percentage	0	36.4%	1	45.5%	2	18.2%	3+	0%	<p>1,2,4,5</p>
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1	45.5%											
2	18.2%											
3+	0%											

	Based on data for the academic year 2021-22, 29.33% of club attendances were by Pupil Premium students.	
Pastoral CPD for all staff around Attachment, Trauma and Domestic Violence and Emotional Coach Training to build colleagues ability to support pupils with chaotic backgrounds or mental health challenges	<p><i>“Adverse Childhood Experiences (ACEs) and associated social determinants of health, such as living in under-resourced or racially segregated neighbourhoods, frequently moving, and experiencing food insecurity, can cause toxic stress (extended or prolonged stress). Toxic stress from ACEs can negatively affect children’s brain development, immune systems, and stress-response systems. These changes can affect children’s attention, decision-making, and learning.”</i></p> <p><i>(Centres for Control, Disease and Prevention Website -<a href="https://www.cdc.gov/violenceprevention/aces/fastfact.html">https://www.cdc.gov/violenceprevention/aces/fastfact.html</a>)</i></p>	2,4
Introduction and development of a new Breakfast Club, targeting disadvantaged pupils to ensure a positive start to the day	<p><i>“There are important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils...additional positive impacts on pupils’ social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools.”</i></p> <p><i>(Evaluation of Breakfast Clubs in Schools With High Levels of Deprivation, DFE, 2017)</i></p>	1,2,4
Summer School aimed at disadvantaged and some, vulnerable Year 6 into 7 pupils. This will support transition and give pupils who may have had barriers to learning previously a	<p><b>Summer schools</b>   </p> <p><i>Low impact for moderate cost, based on extensive evidence.</i></p> <p><i>(Educational Endowment Fund Teacher Toolkit)</i></p>	1,2,4,5

positive start to secondary school		
Training up of a Sleep Champion to support children who are not getting enough rest on an evening, which is a barrier to learning and can contribute to poor behaviour, punctuality and attendance	<p>“Quality sleep is essential for children’s growth and development. A decent night’s sleep will help them to do better at school, allow them to react more quickly to situations, have a more developed memory, learn more effectively and solve problems, plus it will make them less susceptible to colds and other minor ailments, less irritable and better behaved!”</p> <p>The Sleep Charity 2022</p>	1,2,4,6

**Total budgeted cost: £ 177,220**

**Additional Provision For Disadvantaged Students and Their Families**

Parents Support Webpage to Signpost Families Towards Support They May Require
Continuation of the Food Hamper Project to support families as cost of living increases
Financial support for equipment, and enrichment opportunities
Pupil Premium Voice to monitor and evaluate what is working and what could be done better for disadvantaged pupils

## 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 2021 to 2022 academic year.

#### Attendance

In 2020-21, overall attendance was 92.08%, with disadvantaged pupils attendance at 86.5% in comparison to non-disadvantaged pupils who had 94.45% attendance. Persistent absence for disadvantaged pupils was 42.41% in comparison to 15.56% for non PP pupils.

During the academic year 2021-22, the overall attendance of our students was 87.84%. The breakdown of our disadvantaged (81.52%) and non-disadvantaged (90.29%) cohort shows that there is still a significant gap. In addition, persistent absence for disadvantaged pupils was 59.28% compared to 30.93% for their non-disadvantaged peers.

This shows us that attendance continues to be a huge challenge for us as a school in terms of our disadvantaged cohort - a picture that is similar across York and indeed the country.

#### Behaviour

In 2020-21, despite behaviour incidents being split relatively evenly at 51% disadvantaged and 49% non-disadvantaged, disadvantaged students accounted for 56% of behaviour which resulted in seclusion and 61% of behaviour which resulted in a Fixed Term Exclusion.

In 2021-22, behaviour incidents were split 49% disadvantaged and 51% non-disadvantaged, whilst disadvantaged students accounted for 51% of behaviour which resulted in seclusion and 49% of behaviour which resulted in a Fixed Term Exclusion.

On a positive note, this demonstrates that the percentage of seclusions and exclusions involving a disadvantaged student decreased. However, overall behaviour incidents are quite evenly split between disadvantaged and non-disadvantaged, so with a cohort that was only 27% disadvantaged, the attribution to them in terms of negative behaviour is still disproportionate.

#### Improved Literacy For Targeted Students

In 21/22, the Thinking Reading disadvantaged cohort all made progress with their reading age by, on average, 1.5 years. 4 made between 3 and 6 years progress. This is evidence that such interventions have huge value to our students and demonstrates the high skill levels of our inclusion team who deliver the programmes. The introduction of two further programmes, Read, Write Inc and Idle will further enhance the provision in place for those entering the Academy with low levels of literacy.

#### Capacity to Support Mental Health and Well Being

46 students accessed mental health and wellbeing support in 2021-22 from our Well Being Support officer, with 52% being disadvantaged students. With extra capacity created by the

Well Being in Mind team for that academic year, this allowed us to offer more provision for Mental Health and Well Being than in previous years. To increase this provision further, all staff in 2022-23 will receive Attachment, Trauma and Emotional Coaching Training and in addition, two Sleep Champions will be appointed to support students who have poor sleep patterns that can contribute to lack of engagement and negative behaviour.

Increased Engagement in Cultural Capital

Due to Covid 19, we have very limited data for engagement in the academic year 2020-21. Our figures for the academic year 2021-22 can be seen below -

In 2021-22, 29.2% of students who attended clubs were disadvantaged and whilst in line with the cohort ratios, we were able to identify a very significant number of disadvantaged students accessed very little.

The following figures are the percentage of each year groups disadvantaged cohort who accessed at least one out of class cultural capital opportunity

Y7	71%
Y8	19%
Y9	46%
Y10	100%
Y11	28.5%

This shows us that there are certain cohorts that just haven't had the opportunity or indeed, have reluctance to engage with opportunities that are presented to them. The trial of using curriculum time for providing cultural capital opportunities in Year 10 proved successful with all students in that year group having being exposed to one or more experience.

Reduction in Progress Gap Between Disadvantaged and Non-Disadvantaged Cohorts

Y11 2021-22	ALL	PP	NON-PP	GAP
Avg Attainment 8 Grade	4.56	3.1	5.1	1.6
Avg Progress 8	-0.02	-0.49	0.23	0.72
Maths Progress 8	0.18	-0.07	0.32	0.39
English Progress 8	0.12	-0.48	0.44	0.92
EBACC Progress 8	0.02	-0.45	0.27	0.72
Open Progress 8	-0.30	-0.83	-0.01	0.82

It is clear that there is a significant gap between disadvantaged and non-disadvantaged children.



## Externally provided programmes

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