

Pupil premium strategy statement – Vale of York 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	707
Proportion (%) of pupil premium eligible pupils	24.5%
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)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gillian Mills, Principal
Pupil premium lead	Rory Donaldson, AVP
Governor / Trustee lead	Paul Clayton, Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£191870
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>	NA
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	NA
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>	£191870

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.

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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes to continue to improve strong outcomes of PP students in the academy. Strong correlation between attendance and achievement to be enforced, with particular effort to narrow the gap between outcomes for regular attendees and frequently absent PP students. This gap is evident on entry from primary.
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	Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers. There were gaps on entry in terms of literacy levels for disadvantaged pupils based on our internal baseline testing. Data for current Y8 and Y9: Y8- 60% of PP students under reading age Y9- 79% of PP students under reading age

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 By September 2027, Attainment 8 score of 58.6. 4+ English/Maths 84% 5+ English/Maths 68% 7+ English/Maths 32% There will not be gaps between Attainment 8 for disadvantaged students and their peers.

<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 September 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 (internal and/or external) 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: £95935.00

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
Trust strategic RAG process (academic, inclusion and reading) Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 3, 4, 5

Disadvantaged first focus Purchase of SISRA to allow for effective data analysis		
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
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	Provides staff with essential information in an easy and accessible format.	1, 4, 5
Train all middle leaders to enable them to empower their teams to support 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 	Empowering middle leaders and increasing their responsibility for the 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	1, 2, 4, 5

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

Budgeted cost: £47967.50

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:	1, 5

	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	
1:1 or small group tuition/intervention	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
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
All students are able to access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: £47967.50

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 improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement- Positive behaviour stamp system for students to earn a variety of resources from stationary, food and opportunities to spend time with the principal in recognition of their efforts. Attendance rewards include Half Termly vouchers, weekly breakfast rewards from the canteen and confectionery for high attendance tutor groups and individuals. Queue jump passes are also available, as are access passes to 'quiet spaces' around the school during social times.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4

<p>Parental engagement- ImpactEd Endurio Survey Vale of York Society group Attendance team parent visits/calls/texts/letters Parents' Evenings Open Evenings Staff to attend all feeder school parents' evenings for Y6 Shared email inbox for parental queries Newsletter (termly) Weekly principal's bulletin for parents</p>	<p>EEF toolkit: Parental engagement: + 4 months</p>	<p>1, 2, 3, 4, 5</p>
<p>In School Financial Support - We provide funding for a range for resources and opportunities for our disadvantaged pupils including food ingredients, stationary, uniform, heavily discounted trips and music lesson contributions.</p>	<p>EEF toolkit: School uniform: -</p>	<p>1,2,3,4,5</p>
<p>Academic and pastoral interventions and alternative provisions, such as Evolve Sports, Nudge and Yes Careers to support pupils with barriers to accessing the mainstream curriculum</p>	<p>EEF toolkit: Physical Activity: + 1 month EEF toolkit: Mentoring: + 2 months</p>	<p>1,2,3,4</p>
<p>Summer School for disadvantaged Year 6 Pupils - We run a summer school where all Pupil Premium eligible and vulnerable pupils are invited. The sessions delivered support social and mental health, as well as allowing pupils to learn.</p>	<p>EEF toolkit: Summer Schools: + 3 months</p>	<p>2,3,4</p>

Total budgeted cost: £ 191870.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well. If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended outcome
Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects

We are making good progress towards achieving this intended outcome.

Our disadvantaged cohort's Progress 8 score improved further this year, after being slightly better than the score achieved in the pre-pandemic results of 2019. With Progress 8 scores of -0.67, -0.63 and -0.45, a steady improvement is evident.

In addition, the gap between disadvantaged pupils and their non-disadvantaged peers closed by 0.12 in the summer of 2024. This is compared to the previous academic year and also demonstrated marginal improvement when compared to pre-pandemic data.

The average Attainment 8 score of our disadvantaged pupils improved in 2024 compared to 2023, however this wasn't at the same level as the cohort pre-pandemic and the gap between disadvantaged and non-disadvantaged pupils in fact increased. This is an area we need to address, particularly when it is attainment data that will be the main focus over the next two years in the absence of progress data due to the pandemic.

EBACC entry amongst the disadvantaged cohort increased from 19.2% in 2022-23 to 24.1% in 2023-24. There was a significant increase in the percentage of disadvantaged pupils achieving a standard pass in the EBACC, rising from 3.8% in 2023 to 13.8% in 2024. This figure surpasses the pre-pandemic score of 10.0%. Of the disadvantaged pupils entered for EBACC, those achieving a standard pass increased from 20% in 2023 to 57% in 2024.

We closely monitor the performance of pupils at Key Stage 3, with a focus on the comparison between disadvantaged and non-disadvantaged pupils. This monitoring allows for planned interventions to take place and support to be provided.

Intended outcome
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>

We are not currently on track to meet this intended outcome.

In the academic year 2022-23, the overall attendance was 87.84%. The breakdown of our disadvantaged, 78.69% and non-disadvantaged, 91.15% cohort evidenced a significant gap of 12.46%. Persistent absence for disadvantaged pupils was 53.44% of the disadvantaged cohort.

For 2023-24, the overall attendance was 87.4%. The breakdown of our disadvantaged 73.84% and non-disadvantaged 90.15% cohort, resulting in the gap increasing to 16.27%. Persistent absence for disadvantaged pupils was 67.0% of the disadvantaged cohort. This was despite a number of interventions and initiatives targeted at specific disadvantaged pupils and their families.

We ran a project from March until July where disadvantaged pupils would receive a £5 voucher for every 1% their attendance improved. In addition, their parents would also receive a £5 voucher for every 1% their child improved. 25% of the students improved their attendance, highlighting the challenge faced in terms of ensuring certain pupils attend school.

To address this, the Attendance team has had more community outreach time built into their capacity. In addition, a new Senior role has been created, with Pupil Premium and Attendance falling within this same remit, allowing for a much more targeted and refined approach.

Intended outcome
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>

There is evidence of partial success for this intended outcome, however there are still clear areas of work to be done.

In 2022-23, 28.36% of students who attended after school clubs were disadvantaged. This dropped however to 21.05% in 2023-24, despite the overall disadvantaged attendances (disadvantaged pupils who attended in any club, remaining at the same level. This percentage drop can be attributed to an increased number of non-disadvantaged pupils attending clubs, meaning we must focus on facilitating and encouraging our disadvantaged pupils to also improve their attendance in 2024-25. Lunchtime clubs, as well as after school clubs is one of the ways this will be supported.

Engagement in enrichment opportunities, excluding clubs (cultural capital experiences outside the classroom) continued to improve. The table below shows the percent of disadvantaged pupils in each year group that have been involved in enrichment activities since joining the school. A further push on facilitating Cultural Capital opportunities should see these figures rise further.

	0	1	2	3	4	5	6	7	8	9	10+
Year 7	0.00%	100.00%	100.00%	89.47%	76.32%	60.53%	0.00%	0.00%	0.00%	0.00%	0.00%
Year 8	2.94%	94.12%	94.12%	79.41%	64.71%	47.06%	32.35%	17.65%	8.82%	2.94%	0.00%
Year 9	0.00%	100.00%	100.00%	97.92%	97.92%	89.58%	79.17%	54.17%	45.83%	31.25%	25.00%
Year 10	0.00%	100.00%	96.97%	93.94%	87.88%	84.85%	72.73%	63.64%	57.58%	45.45%	30.30%
Year 11	0.00%	103.33%	103.33%	90.00%	63.33%	56.67%	40.00%	36.67%	26.67%	13.33%	6.67%
Total Average	0.59%	99.49%	98.88%	90.15%	78.03%	67.74%	44.85%	34.42%	27.78%	18.60%	12.39%

Intended outcome
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>

We have had partial, but significant, success in our journey to achieve this intended outcome.

We have a clear structure in place around supporting our pupils with their Social, Emotional and Mental Health and have increased capacity over the past two years through the support of The Well Being in Mind Team and the city's Wellbeing Team. Each pupil has a network of support they can draw upon including their Form Tutor, Progress Leader and our Aspire Team.

Every half term, we conduct Pupil Premium voice with a different cohort of disadvantaged pupils. Amongst a range of questions the pupils are asked how they feel about being at Vale of York Academy. In the year 2023-24, 82% of those asked felt either "ok", "good" or "great" about the Academy.

Asked about what they like about the school, here are some of the responses -

"It's feels like a safe environment and there is a lot of support offered if you are struggling with anything." - Year 8 Pupil.

"I like that the teachers care about us and what we do after and during school. The teachers care about our mental and physical health. Also hanging out with friends." - Year 11 Pupil

"I like that your problems usually go away when you ask a member of staff about it." - Year 7 Pupil.

Intended outcome
<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>

** Data to support evaluation of this intended outcome due in Friday 13th September, at which point it will be analysed and added to this section

Behaviour

In 2022-23, behaviour incidents split at 47% disadvantaged and 53% non-disadvantaged. Disadvantaged students accounted for 49% of behaviour which resulted in seclusion which was a slight improvement. 56% of behaviour which resulted in a Fixed Term Exclusion.

In 2023-24 however, behaviour incidents split at 61% disadvantaged and 39% non-disadvantaged. Disadvantaged students accounted for 57% of behaviour which resulted in seclusion. 64% of behaviour which resulted in a Fixed Term Exclusion involved a disadvantaged pupil.

This changing picture demonstrates this is clearly an area that requires further focus and action. The new Trust wide behaviour policy will be pivotal in ensuring the behaviour incidents across the academy reduce, particularly amongst our disadvantaged cohort. In addition, the continued development of Quality First teaching will reduce opportunities for poor behaviour to take place.

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
<p>CATS Spelling and Reading Tests Tool to give a greater depth to our understanding of the new cohort's academic ability, leading to more accuracy in setting and intervention.</p>	GL Assessment
<p>Read, Write Inc. Targeted literacy intervention to improve reading ages</p>	Ruth Miskin Literacy
<p>Reading Plus Academy and Trust wide programme used to develop reading comprehension and a love of reading</p>	Dreambox
<p>Fresh Start Targeted literacy intervention to improve reading ages</p>	Ruth Miskin Literacy
<p>Nudge Variety of bespoke services for young people who are chronically disengaged, out of education, or at risk.</p>	Nudge Education
<p>Evolve Sports Alternative education sports coaching programme</p>	Evolve Sports Academy

Service pupil premium funding

<p>How our service pupil premium allocation was spent last academic year</p> <p>We have 7 pupils at the school who are in receipt of the service premium, with the vast majority being Service Ever 6. To support the pastoral side of school, we have a Service Champion who is available to both the pupils and their families. In addition, we link the families with the regular updates from the city's Service Family Liaison Officer to ensure they are aware and can access the wider support available.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p> <p>All our Service Pupils have good attendance records at the academy and each pupil is making a positive contribution to life at the academy.</p>

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 over 100 families to date.

Preloved Uniform Shop - To support all families who may be struggling, we have a Preloved Uniform shop where uniform can be either purchased on a “pay as you can afford” basis or good quality uniform can be swapped for preloved items

Free for All Breakfast Club - In association with Olio food waste charity, we run a breakfast club that is free for all pupils. They can enjoy a warm drink and something to eat in a safe environment before school starts.

Parents Support Webpage - set up to signpost families towards both local and national support they may require

Parent Drop Ins: Clifton Explore Centre - A new offer to families for fortnightly drops in to speak with the SEND, Behaviour, Attendance, PP and Transition teams.