

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Armthorpe Academy
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23-2025/26
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	David Bisley Headteacher
Pupil premium lead	Craig Fox
Governor / Trustee lead	LAB Chair

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,860
Recovery premium funding allocation this academic year	£56,304
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	£259,164

## Part A: Pupil premium strategy plan

### Statement of intent

At Armthorpe Academy we place the holistic development of our students at the centre of our focus, we pride ourselves not only on the academic and enrichment achievements of our students but also in the pastoral care that they receive during their time with us.

We are committed to raising outcomes for pupil premium students. We promote an ethos of high expectations for all students and do not stereotype students in receipt of pupil premium as being a group with less potential to succeed. 35% of students at the school are in receipt of pupil premium and we have an individualised approach to supporting these students throughout all key stages. We also recognise that not all disadvantaged students will be in receipt of pupil premium funding and that some recipients are not socially disadvantaged.

Our focus is primarily on high quality teaching within the classroom, and we provide training for all our staff each year on research informed strategies that are proven to work particularly well for 'disadvantaged' students. We also develop our support staff, such as TAs and pastoral leads, to support these students both within and outside of the classroom. We ensure that our focus is on outcomes for individual students, and we make our strategic discussions by tracking progress based upon data using the school assessment points as well as by listening to pupil voice. As an academy we also use additional Key Performance indicators to monitor academic progress, attendance and behaviour of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and support.

Our pupil premium strategy forms part of our wider plans for school recovery and we continue to access targeted support for those whose education has been worst affected through the National Tutoring Programme.

To summarise, the key principles of our strategic plans are:

- Appropriate challenge
- Early Intervention
- Whole school accountability.

We value all our students and will continue to ensure the Armthorpe vision – “Inside Everyone is a Rainbow Waiting to Shine” and the academy values are at the heart of everything that we do.

## Challenges

Challenge number	Detail of challenge
<b>Internal School Barriers</b>	
1	Consistent quality first teaching to promote the progress of PP students. Poor teaching disproportionately disadvantages those children who would be considered deprived (Dunford) but, equally, evidence tells us that excellent teaching disproportionately benefits them. For this reason, many of our disadvantaged achievement strategies have consistently focussed on improving the quality of teaching. We are fully focussed on improvement, and this applies just as much to the teachers as it does students.
2	Data on student entry and that reviewed throughout student’s journey through Year 7-11, suggests that there is a consistent trend, reading ages are below age related expectations. This then limits the student’s ability to access the curriculum.
3	The complexity of individual needs/family dynamics impacts on holistic development and student’s ability to manage their behaviour for learning in school.
4	Attendance of disadvantaged students is lower on average than non-disadvantaged. Our analysis shows that our disadvantaged students are less likely to have good attendance. Students cannot learn if they are not at school and low attendance is a major barrier to achievement. There is strong research evidence to suggest that ‘well targeted support to improve attendance’ is an effective use of disadvantaged funding.
5	Providing disadvantaged students with access to cultural capital. Some disadvantaged students may be less likely to have focussed, ambitious career targets to work towards. We work hard to develop cultural capital in the curriculum and involve PP students in trips and enrichment activities, this needs to remain a focus and staff must ensure that disadvantaged students are prioritised.
6	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for some of our disadvantaged students. During the pandemic, we saw an increase in students who required additional support and it is anticipated that this will continue with the cost-of-living crisis. For those students most effected are typically those who are lacking in the four different types of resilience.</p> <ul style="list-style-type: none"> <li>• <b>Physical Resilience</b> – the ability to respond to the physical challenges of school and maintain stamina.</li> <li>• <b>Mental Resilience</b> – the ability to overcome stressful situations – controlling one’s own thoughts and focusing on the task in hand.</li> <li>• <b>Emotional Resilience</b> – the ability to manage negative emotions when things go wrong – <i>“times are tough, but I can get through them”</i>.</li> <li>• <b>Social Resilience</b> – the ability to connect with others socially building on trust, diversity, tolerance and respect.</li> </ul>

## Intended outcomes

Intended outcome	Success criteria
<p>Improve the progress of disadvantaged students through high quality teaching and learning.</p>	<ul style="list-style-type: none"> <li>The assurance of lessons involving disadvantaged students will show a good standard of teaching and learning. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year. When it comes to the work produced in these lessons there will be no gaps in the work produced by disadvantaged and non-disadvantaged. An ambitious curriculum will drive progress and outcomes for disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.</li> </ul>
<p>Whole school lesson structure (SMUGA) is implemented with certainty in classrooms, which leads to typicality within departments and results in effective teaching and learning across the academy.</p>	<ul style="list-style-type: none"> <li>Certainty will ensure that all students know the expectations of them, how they will learn and have greater understanding of prior/future learning. This is paramount for disadvantaged students as it makes learning relevant and the clarity supports their understanding of what is expected of them.</li> </ul>
<p>Attainment of PP students is improved, and particularly for PP boys and HAP PP students.</p>	<ul style="list-style-type: none"> <li>Overall progress score greater or equal to zero.</li> <li>Percentage of students with EM 9-4, 9-5 and 9-7 improves.</li> <li>Progress matches or exceeds Non disadvantaged at KS3.</li> </ul>
<p>To achieve and sustain improved attendance for disadvantaged students. This will be done by ensuring that students, parents and staff all understand the importance of excellent attendance which results in the overall absence rate and the PA rate improves/above national average.</p>	<ul style="list-style-type: none"> <li>Overall absence rate above national average or improving within specific groups of students.</li> <li>Overall PA rate reduces over time or reduces within specific groups of students</li> <li>Students know their own attendance and understand the importance of good attendance.</li> </ul>
<p>Incidents of poor behaviour (FTE, removals, negative points) are reduced over time and those with positive behaviour are rewarded.</p>	<ul style="list-style-type: none"> <li>FTE measures for PP students reduces over time.</li> <li>Removals from PP students reduces over time.</li> <li>Negatives points for PP students reduces over time.</li> <li>Percentage of students accessing the rewards is greater than or the same as non-disadvantaged students.</li> </ul>
<p>Reading ages improve across the academy due to graduated approach that focuses on a reciprocal reading programme and disciplinary reading strategies within subjects. Lexonik leap and advance accelerates progress for those students that require targeted support.</p>	<ul style="list-style-type: none"> <li>From measured starting points, reading ages increase at a faster rate than chronological age.</li> </ul>
<p>Effective pastoral care enables those students with barriers to learning receive timely and effective intervention</p>	<ul style="list-style-type: none"> <li>Inclusion tracker evidences intervention for identified students.</li> <li>Strong working relationship with the LA shows effective support for students receiving early help and BOSS.</li> </ul>
<p>Wider opportunities for cultural capital are offered through whole school enrichment and careers programme that careers programme.</p>	<ul style="list-style-type: none"> <li>Enrichment activities will result in better student wellbeing as well as developing cultural capital. The increased opportunities disadvantaged students will have to visit</li> </ul>

higher education establishments should result in a greater uptake to academic KS5 courses.

- The academy is successful in achieving all of the Gatsby benchmarks.
- Percentage of NEETs reduced.

## 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)

Activity	Evidence that supports this approach *DfE Menu of Approaches link	Challenge number(s) addressed
Improving quality first teaching across the school through CPD and effective quality assurance learning to improved engagement and narrowing of the gap between disadvantaged and non-disadvantaged students.	EEF report suggests disadvantaged students are affected disproportionately by the quality of teaching and learning. <b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</b>	1,2
Continue to improve transition arrangements from KS2 to KS3. Including gaining knowledge of the KS2 gaps in knowledge to ensure that academy curriculum planning, and sequencing is cohesive and identifies gaps accurately.	EEF Blog Transition - Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school. <b>Supporting pupils' social, emotional and behavioural needs</b>	1,2,3,4,6
Year 7 students to undertake standardised diagnostic assessments and internal baseline assessments - GL suite of examinations completed on entry.	Standardised tests can provide reliable insights into specific strengths and weaknesses of our students to ensure they received appropriate support through interventions and teacher input. <b>Technology and other resources focused on supporting high quality teaching and learning</b>	1, 2, 6

Improving the teaching of reading and explicit teaching of literacy across the school in line with the EEF recommendations.	Reading, comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English. <b>Professional development on evidence-based approaches, for example, feedback, metacognition, reading comprehension, phonics or mastery learning</b>	1,2, 6
Assessment policies to be introduced which provides timely feedback, the whole school focus begins with PP students first. This includes during questioning and when giving feedback.	EEF Assessment - There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. <b>Professional development on evidence-based approaches, for example, feedback, metacognition, reading comprehension, phonics or mastery learning.</b>	1, 2, 4, 6
Sparx Maths subscriptions for all students	EPI research indicates pupils from disadvantaged backgrounds have been amongst the biggest losers as a result of pandemic 'lost learning'.	1, 2, 4, 6
RAG with SLT for faculty leaders to ensure that provision is professionally challenged and staff are driving forward standards in their faculty areas.	<b>Mentoring and coaching</b>	1, 2, 3, 4
<b>W1 Pastoral:</b> Continue to improve personalised and academic support for disadvantaged students e.g. through use of ongoing tracking and inclusion meetings to analyse and monitor their progress.	EEF research: Social and emotional learning +4 months progress <b>Supporting pupils' social, emotional and behavioural needs</b>	3, 4, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke reading groups created for students with SAS below 75 and those between 110-118	EPI research indicates pupils from disadvantaged backgrounds have been amongst the biggest losers as a result of pandemic 'lost learning'.	1, 2, 4, 6
Intervention sessions planned in English, Maths and Science to gain evidence of attainment across Core subjects. This will include working with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic.	<p><b>Interventions to support language development, literacy, and numeracy</b></p> <p><b>Teaching assistant deployment and interventions</b></p> <p><b>One to one and small group tuition</b></p>	1, 2, 4
Effective collaboration with stakeholders including continued communication with parents and the LA to ensure that students are supported through BOSS and Early Help.	<p>EEF suggests that interaction with parents improves outcomes by up to 2 months.</p> <p><b>Communicating with and supporting parents</b></p>	3, 4
Creation of reading and wellbeing mentors – Year 10 (wellbeing) Year 9 (reading) students to mentor Year 7 students.	<p>EEF research high impact for low-cost base +5 Months.</p> <p><b>Interventions to support language development, literacy, and numeracy</b></p> <p><b>Peer tutoring</b></p>	2, 3, 6



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy embedded to ensure that all staff understand their part to play in improving attendance.	Assessment data and observations indicate that absenteeism is negatively impacting pupils' progress. <b>Supporting attendance</b>	4
Encourage involvement of disadvantaged students in the wider life of the school, providing suprt-curricular and extra-curricular opportunities for PP students to enable them to acquire cultural capital. Students also have access to the Consilium Charter where they have greater access to experiences that will enhance their cultural capital.	Various gaps in experience between high income and disadvantaged families e.g. The social mobility commission stated 64% of students from high income households take part in sport compared to 46% disadvantaged. <b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b>	4,5,6
Hardship fund for acute issues arising with our most deprived families.	Headteacher works closely with local charities APEC to identify, support and allocate to those families that are most at need from our community. <b>Supporting pupils' social, emotional and behavioural needs</b>	3,4
A rigorous and interleaved careers provision, disadvantaged students have priority interviews and guidance throughout their time at the academy. This will include greater interaction with university and further education providers to enhance the ambition of students across the academy.	EEF 2017 - Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.	5, 6

Use of Class charts to ensure that seating is strategic, and cohorts are considered by all students within their lessons.		1, 3, 6
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**Total budgeted cost: £ 259,164**