Pupil premium strategy statement

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

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 academy.

School overview

Detail	Data
School name	Aston Academy
Number of pupils in school	1598 (Y7-11 1428)
Proportion (%) of pupil premium eligible pupils	322 Y7-11 (22.55%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 2022/23 2023/24
Date this statement was published	31st December 2022
Date on which it will be reviewed	31st December 2023
Statement authorised by	Dominic Curran (Principal)
Pupil premium lead	Chela Wilson (Vice Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,590
Recovery premium funding allocation this academic year	£83,352
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	
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	£372,942

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or challenges they face, make excellent progress across the curriculum. The ambition for all students within our disadvantaged cohort is central to our academy ethos of holding the highest expectations and aspirations for *all* students.

To ensure that this objective is achieved the following points are essential –

Identified disadvantaged students will have the opportunity to access <u>high quality and personalised tutoring</u> in English, Maths and Science as part of our curriculum recovery plan. Tutoring will supplement and support work completed within mainstream lessons and will be available both during the school day and after school hours.

- o The curriculum is implemented <u>through consistently high quality classroom teaching</u>. We will ensure that all students, including those within our disadvantaged cohorts are both challenged and supported in lessons to achieve the highest standards, through the delivery of a broad and balanced curriculum which enables all students to know more, learn more and remember more.

  <u>Address the challenges</u> – Teaching staff are aware of the potential challenges to progress for our disadvantaged students and have plans in place to address these challenges within their own subject areas. TH support and strategies in place for individual students should be regulalry reviewed and evaluated for impact. Our approach should be flexible to changing circumstances and responsive to new challenges.

- o <u>Access to a relevant and sequenced curriculum</u> – All disadvantaged students have access to a knowledge based curriculum that is sequenced to ensure that *all* students know, learn and remember more. The curriculum for *all* students will be relevant to the local context, ambitious and culturally rich.

- o The academy will offer a diverse range of <u>co-curricular activities</u> that are available for *all* students. Participation will be tracked to ensure access for students within the disadvantaged cohort. Opportunities will include trips, visits and a range of extra-curricular after school activities covering all curriculum areas.

- o **All** students will have <u>access to a taught PHSCE/RSE programme</u> that consistently meets the needs of students, is responsive to circumstance and incorporates plans to address any gaps in knowledge and understanding where these have been identified. The PHSCE includes effective careers education and opportunities that prepare *all* students well for the next stage of their education.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

  - o Our <u>curriculum is ambitious</u> for *all* students. Teaching staff and leaders ensure that teaching effects and alteration in long-term memory and enables students to make links between newly acquired knowledge and skills and prior learning.

  - o Within every lesson, <u>strategies are used to ensure that *all* students are able to learn more and remember more</u>. These include – low stakes assessment, addressing misconceptions and giving clear/direct feedback. These are highlighted in Faculty Improvement Plans, recovery plans and are evaluated through MER.

  - o Close collaboration between different faculty areas, subject teachers, subject leaders <u>tutors</u> and year teams, to ensure that the needs of students within the disadvantaged cohort are met.

  - o Effective CPD, twilight sessions and the implementation of faculty action plans for <u>reading and numeracy</u> will support excellent progress for all students in these areas. Teaching should support *all* students to become confident readers who are able to access academic texts across the curriculum. The development of Numeracy skills will be an academy-wide focus, supported by our academy calculation policy. Oracy will also be an area for development.

  - o Respond to circumstances regarding the need for <u>remote learning</u>, this includes fully implementing the academy remote learning policy, student safeguarding during periods of self-isolation or closure and robust monitoring and evaluation of student participation and progress during periods of remote learning for *all* students.

- An extensive <u>Personal Development programme</u> that meets the needs of all students. Designed to address challenges, promote positive mental and physical wellbeing, character, tolerance, diversity and mutual respect. Through tutorial time, assemblies, student activities, planned sessions and curriculum time.

- Extensive and varied <u>co-curricular</u> opportunities are offered across the curriculum. The programme has been designed through student voice and consultation with HOFs. Activities offered cover more of the curriculum and a greater range of diverse activities to better meet the needs of students' interests and circumstances.

- *What are the key principles of your strategy plan?*

- **<u>Access to a broad and balanced curriculum</u>** – ***All*** **students have access to a knowledge-based curriculum that is relevant to the local context, ambitious, culturally rich and sequenced. Provision is appropriate for individual students and utilises academy resources effectively to enable** ***all*** **students to fulfil their potential.**

  <u>Address the gaps</u> – Leaders, staff and tutors are aware of the gaps in knowledge and skills resulting from disruption during the and have effective and robust plans in place to address these gaps. This includes bespoke catch-up and tutoring programmes in key stages 3 and 4.

- **<u>Addressing challenges</u> – Challenges for each subject area are outlined by faculty leaders. These are shared across the faculty and strategies to overcome these challenges are implemented by teaching staff. Strategies can be adapted depending on circumstance, data analysis and subject evaluation.**

- **<u>Student wellbeing</u> – Attendance is good, PA students are supported to re-engage with school and improve attendance and attitude to learning is positive. Students' physical and mental wellbeing are supported at all times. A robust pastoral programme and effective personal development curriculum promote positive wellbeing. The academy works effectively with external agencies where necessary to support attendance, attitude to learning and wellbeing. Disadvantaged students will be well-represented within student leadership roles across the academy.**

- **<u>Student character</u> – student character is developed in the academy through lessons, the pastoral programme, displays, curricular and extra-curricular opportunities, rewards and personal development. Character**

should be developed to support resilience, social confidence and moral attributes.

Challenges

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

Challenge number	Detail of challenge
1	**Gaps in knowledge (including challenges of remote learning) –** Gaps between PP and non-PP may have widened during periods of isolation or remote learning. Staff have a robust knowledge of these gaps and how/when they will be addressed to ensure progress is in line with non-PP students. Staff knowledge of gaps will be supported by remote learning policy and effective MER.
2	**Curriculum - Know more, learn more, remember more** – All PP students should have access to a knowledge-based curriculum that is sequenced and fully implemented in all year groups for all students. The curriculum for all PP students will be relevant to the local context, ambitious and culturally rich. Observations suggest some PP students lack the metacognition strategies to link new learning to old or link current learning to wider world.
3	**Attendance** – Our attendance data indicates attendance amongst PP to be lower than non PP. Many challenges are experienced nationally but the academy maintains high expectations linked to attendance and punctuality. Student/families are identified for support and, where appropriate, we work closely with external agencies to promote improved engagement and attendance.
4	**Behaviour and attitudes** – Clear routines and high expectations are in place with a new behaviour policy being launched January 2023. Strategies include effective promotion of positive behaviours (supported by the 'top 100' rewards initiative) and attitudes that ensure a calm and purposeful learning environment. Effective behaviour management strategies (to include CPD on emotion coaching), will impact positively on progress, engagement, student wellbeing and the occurrence of low level disruption.
5	**Personal development** – Student wellbeing surveys and MER identify specific social and emotional barriers that can be addressed through effective personal development. These include anxiety linked to missed learning and opportunities. Students will be supported to understand the importance of resilience, wellbeing, safety and knowledge around careers/next steps. PSHCE will promote and support the development of the above, ensuring that students are well prepared to 'take their place in society'.

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
Pupil premium attendance has improved in line with national non-PP attendance and academy targets	Improved attendance data compared to national, academy data for previous academic year (adjustments made for periods of isolation) and comparisons to non-pupil premium peers. (Adjustments made to account for new coding for positive PCR tests and isolations). Weekly and half-termly attendance analysis.
Positive engagement in learning leads to excellent progress for all students within the Pupil Premium cohort	Reduction in behaviour logs, incidents of Internal exclusion and suspension for PP cohort – national data, academy data for previous academic years/weeks/terms and comparisons to non-pupil premium peers. Weekly, termly and academic year comparison of behaviour logs and student isolation.
Learning gaps addressed through re sequencing of the curriculum, minimising the impact of disruption to learning during the pandemic	Re sequencing of the curriculum is supported by diagnostic and low-stakes assessment, faculty assessment plans, curriculum plans, reading plans and learning expectations (learning journeys will be updated on our website with a much simpler, easy to follow format. Monitoring data and analysis. Implementation of faculty recovery action plans and remote learning policy. Monitoring and evaluation of impact including MER of remote learning.
At designated end points, students know more and remember more. Students are able to link new learning to previous learning, the wider curriculum and the local and global context.	Students know more remember more, they are able to link previous learning to new learning, evaluated through rigorous MER, work scrutiny and student voice and termly student assessment and progress data.
PP students participate in a range of cultural capital and co-curricular opportunities and benefit from the extra-curricular opportunities available to them, impacting positively on character, wellbeing and future choices.	Increased opportunities offered to students that supplement in-lesson time, providing opportunities to develop cultural capital and promoting: resilience, wellbeing, character and engagement. Student and staff surveys, student and staff voice, parental surveys. Co-curricular registers and Co-curricular half-termly spreadsheet analysis of student participation. Reward trips and visits are now enabled once more following the pandemic.

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: **£125,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Science, Maths and English tutor / implementation of catch up programme	Students experienced successful intervention before, during and after school throughout 2021/22 (including during supervision school). HOFs sequenced suitable intervention that impacted on student engagement, progress and addressed gaps in learning. A range of students (year groups, academic ability, tracking cohorts) benefitted from the intervention.	1
Reading	Reading priority is linked to the academy improvement plan and is integral to all subject curriculum plans. The reading priority is supported by INSET, CPD sessions, a staff reading focus group and strategies to engage students in reading throughout the academic year in school and at home and an increase in opportunities and types of reading in tutor and lesson time.	2,4
Development of CPD to enhance the quality of education – Led by the learning and teaching team	CPD at the academy is 'driven' by the 'Quality of Education' team. The academy CPD programme is closely aligned to the academy improvement plan (AIP). CPD includes INSET, twilight, directed CPD, faculty CPD and independent research linked to appraisal targets. CPD programme has specifically focused on strategies known to be successful in supporting PP students, including	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	metacognition, reading and numeracy.	
Academy improvement team support focusing on continued improvement of provision for all through effective - quality of education, behaviour/attitudes, personal development and leadership	Time from colleagues within ACET Academy Improvement Team to support with ongoing development of Quality of Education, high standards of behaviour/attendance, leadership at all levels and personal development curriculum. Ensuring our Academy is Ofsted ready.	**2,4,5**
Subject affiliations and resources up to date and appropriate.	All subjects have a paid affiliation to their specialist subjects. The affiliation supports CPD and ensures that staff knowledge is kept up to date. All staff have access to the national college and the Key for School Leaders: excellent sources of up to date, expert CPD for subjects and wider teacher responsibilities. Purchase of non-fiction subject specific books to complement the curriculum encourages wider reading around subjects.	**1,2,5**

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

Budgeted cost: £**115,475**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resourcing small group and 1-1 tutoring of Science, English and Maths students	Evidence from 2021/22 supported that students engaged and made accelerated progress when in intervention. Intervention was delivered by subject specialists and impacted on student progress, helped address misconceptions, closed learning gaps and positively influenced engagement.	**1**
Faculty Recovery Plans	Faculties have produced recovery plans to link PP/SEND challenge and support to	**1,2,3,4**

Activity	Evidence that supports this approach	Challenge number(s) addressed
	subject curriculum and academy/faculty priorities. The documents are shared with faculty staff and highlight barriers to learning for PP/SEND, trends in progress and the challenge and support strategies being delivered in lessons to support these students and address learning gaps	
Literacy and numeracy sessions	KS3 target students are identified using baseline assessment, literacy and numeracy screening to access a programme of additional numeracy and literacy intervention to accelerate progress and address gaps in literacy/numeracy. The sessions have been successful in previous academic years in improving student progress and confidence in these areas.	1,3,4

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

Budgeted cost: £150,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO - attendance	The trust employs its own Education Welfare Officers, one of whom is based full time at Aston Academy. The EWO supports academy attendance/punctuality in the morning on gates as students arrive and carries out home visits throughout the day to support attendance and safeguarding. The EWO supports year teams within the academy by advising/attending meetings with students and parents/carers and working with external agencies.	
Alternative provision	The academy ensures that provision is appropriate for *all* students. If appropriate, specialist provision will be	3,4

	sought and used to ensure that the student engages with the curriculum, makes positive choices and is well prepared for the next stage of their education.	
Character/mental health and wellbeing	The academy works with staff, students and outside agencies such as MIND, Kooth and Rotherham United to develop the knowledge and strategies to impact upon effective wellbeing and mental health. This includes the promotion and celebration of strength of character within the academy. Thursday P6 is dedicated to a weekly extracurricular programme to promote wellbeing.	**5**
Education materials/access to technology.	Materials to support student engagement in learning are identified by subject leaders. For example, each faculty has subject specific non-fiction reading books. These support student knowledge, literacy and encourage more curiosity about the subject and learning. Students have been supported with IT, both within the academy and at home.	**1,2**
Co-Curricular and cultural capital	The academy has an extensive range of co-curricular activities which take place throughout the week and after school on a Thursday is dedicated specifically to this. Co-curricular attendance is registered and half-termly attendance to co-curricular activities is analysed. The analysis will allow faculty leaders to invite certain cohorts or individual students. Subject curricula and the academy calendar highlight opportunities for additional activities such as cultural capital opportunities. These in turn support personal development (including character development), our overall quality of education and students' ability to learn more and remember more.	**1,2,3,4**

Total budgeted cost: £372,430

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.

Measure	Activity
Accelerate progress in reading and literacy.	This remains a clear focus of the Academy. Support has included small group work with KS3 students, lesson support and lesson delivery to allow teacher intervention when needed. The English faculty HOF has been supported with monitoring and evaluation tasks, creation of sequenced schemes of work and identification on gaps in knowledge. Reading plans have been written for each faculty and there has been a whole school emphasis on this.
	This work has supplemented the whole school drive to further develop the quantity and quality of reading in all year groups, but especially KS3. This includes 1 day per week reading in tutor time, implementation of ERIC (Everyone Reading in Class), creation of a school wide reading group and additional reading opportunities highlighted in all faculty schemes of work. The purchase of an online library book system has encouraged students to read remotely during lockdowns. The benefits of this system continue as it is regularly accessed by students.
Accelerate progress in Numeracy	Numeracy was supported by the work of a specialist maths catch up tutor. The tutor worked with students to provide numeracy catch-up intervention Monday to Friday. This included support for our LAC students. The focus of these sessions was on the 'foundation building blocks' for maths to address gaps in learning and skills.
	The tutor also offered support remotely to hard to reach students and provided support for selected students in school to ensure progress was being made.

Attainment gap (including challenges from remote learning and catch up)	Information gathered through student, staff and parent/carer surveys, including surveys on remote learning, both within the academy and at a local (Rotherham LA) level.
	Intervention programmes were implemented to maximise support for a variety of students. Y11 students accessed catch-up sessions and timetabled sessions with English, Maths and Science tutors to support progress. This included remote sessions, recorded revision sessions, 1-1, small group work and whole class input.
	For all intervention, students came from a variety of groups and reasons. For example – using a tutor to work with low prior attainment, middle prior attaining, disadvantaged, PA, and high prior attaining groups.
	Science progress was also supported through catch-up tutoring, delivered by a science specialist. The tutor worked with students 5 days per week and also delivered live lessons during lockdown to our vulnerable students who continued to access in-school provision. Science tutor intervention impacted positively on all year groups from Y7 to Y11, but primarily Y11's. In particular, during lockdown, the live teacher lessons to vulnerable students resulted in positive engagement and progress.
Other challenges to learning these priorities addressed	
Attendance	Attendance policy was followed throughout the year, including daily contact to our most vulnerable and close liaison with external agencies. LPM's continue to monitor attendance rigorously and follow up each day on any absent students by making contact home daily. EWO's are involved where necessary, visiting students at home and supporting to follow LEA procedures where attendance does not improve, despite the necessary interventions.
Attitude to learning	The academy carried out a number of student voice activities and staff and student surveys. The results were used to support students with their learning, engagement and mental health. The collated results informed re sequencing of the curriculum, amendments to behaviour policy (including the introduction of

	the mobile phone policy) and additions/re sequencing to our personal development curriculum. The academy continues to collate feedback at timely intervals.
Personal development	Our personal development programme continued throughout the year and was adapted/re-sequenced/additional topics added to meet the needs of our students. Our Thursday night extra curricular programme has been especially positive amongst students and Top 100 and House activities have resumed. Personal development continues to be delivered in tutor time and through assemblies as well as in lessons.. This includes specific wellbeing (mental and physical) strategies. The personal development curriculum was adapted to meet the needs of students. In particular, through student surveys, LA surveys and parent surveys on student wellbeing and concerns regarding the future. These were used to inform future planning, resequencing and the creation additional topics/resources.