

# Pupil premium strategy statement – Airedale Academy 2020 – 2023 (2021-2022)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Airedale Academy
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2020 - 2023
Date this statement was published	December 31 2021
Date on which it will be reviewed	December 31 2022
Statement authorised by	Lyndsey Proctor
Pupil premium lead	Sandra Moore/Simon Kemp
Governor / Trustee lead	Mica M

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,683.83
Recovery premium funding allocation this academic year	£63 510
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	£489,193.83

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

All of our pupils, regardless of Pupil Premium status, are impacted by significant entrenched disadvantage, which has been heightened by the impact of Covid-19. However, there has been proven disproportionate impact on pupils supported through Pupil Premium. This present itself in a lack of readiness for the next stage of education.

Challenge number	Detail of challenge
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1	Literacy: Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in reading and maths. Therefore, it is imperative that we monitor, track, intervene and support these pupils to ensure the impact on this group of pupils is minimised</p>
3	Enrichment: Disadvantaged pupils are less likely to engage in wider-curricular opportunities and experience cultural capital.
4	Parent/carer engagement: the parents/carers of disadvantaged pupils are less likely to have positive communications with school. Attendance at parents' evening, whilst improving, is still lower than for their non-disadvantaged peers.
5	<p>Attendance and Persistent Absence: Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.</p> <p>42-44% of disadvantaged pupils have been 'persistently absent' compared to 30-34% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	Behaviour for learning: some of our disadvantaged pupils have behaviour and emotional difficulties. A considerable proportion of these pupils have additional barriers linked to SEND (Special Educational Needs and Disability) or SEMH issues. (Social, Emotional and Mental Health)
7	Widening participation: PP (Pupil Premium) pupils are less likely than their peers to be aspirational and ambitious when preparing for their future beyond Airedale Academy.

## 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
A greater percentage of PP pupils in Year 11 achieve the basics measure in English/maths 4+ and 5+ in line with their peers. PP pupils progress score is	<ul style="list-style-type: none"> <li>The basic measure for Pupil Premium pupils is in line with national other.</li> </ul>

<p>significantly closer to the national average.</p>	<ul style="list-style-type: none"> <li>• PP pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils.</li> <li>• PP pupils to achieve, or exceed, P8 averages, in line with national averages for all pupils.</li> <li>• PP pupils to achieve, or exceed, A8 averages, in line with national averages for all pupils.</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3. There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A higher % of PP pupils in Year 7, 8 and 9 have reached ARE (Age Related Expectations) by the end of the year. This will be done through robust testing at the beginning of the academic year and again at end of the year.</li> <li>• Reading scores for PP groups show progress is in line with their peers.</li> <li>• Improved P8 score in English for PP pupils.</li> </ul>
<p>PP pupils have fewer exclusions and record fewer behaviour incidents on Bromcom; this will be comparable with their non-PP peers. P8 score for those pupils who have suffered from mental health issues is improved and PP pupils, who are also SEND, have appropriate access to support so that they achieve well.</p>	<ul style="list-style-type: none"> <li>• Teacher reports, drop-ins and learning walks suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by a uniformed approach to DIN's allowing continual retrieval practice through-out the year with a high completion rate. This is also evident in the more rigorous set of key assessment pieces (KAP's) strategically positioned through-out the year which allow the pupils to be independent and resilient.</li> <li>• Reduction in the use of alternative provision and fewer behaviour incidents for PP pupils recorded.</li> </ul>

	<ul style="list-style-type: none"> <li>• Comparison of PP and non-PP behaviour data on Bromcom shows parity.</li> <li>• PRIDE scores for disadvantaged pupils are in line with their non-pp peers.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. There will be increased participation for PP pupils in extracurricular clubs and activities.</p>	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• There is an opportunity for all PP pupils to have at least one educational or recreational trip throughout each school year; this is primarily met through Airedale on Tour.</li> <li>• The percentage of PP pupils accessing enrichment opportunities is increased.</li> <li>• PP pupils will have socio-economic barriers removed to support the development of skills for curriculum on offer</li> </ul> <p>Sustained high levels of wellbeing from 2022/2203 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and the small minority for whom persistent absence can be a barrier.</p>	<ul style="list-style-type: none"> <li>• PP attendance is approaching national and PA below national. The number of PP pupils who arrive late to school is significantly reduced.</li> <li>• PA rate for PP will be in line, or lower than national averages.</li> <li>• PP pupils will achieve, or exceed, attendance percentages in line with national averages.</li> <li>• Attendance tracked consistently through Attendance Team, EWO, Hoy's and Key Stage Leaders meetings.</li> </ul> <p>Sustained high attendance from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-</li> </ul>

	<p>disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
<p>PP pupils are aspirational and motivated to achieve their potential. They progress onto HE and gain employment with training in line with their peers.</p>	<ul style="list-style-type: none"> <li>NEET data for PP pupils is improved.</li> <li>NEET figures for PP are in line with, or lower than, national average.</li> <li>100% of PP pupils attend a meeting with the careers advisor in Year 11.</li> </ul>
<p>Reduce the gap in learning widened, by the impact of the pandemic, in English, maths, Science and humanities for all pupils.</p>	<ul style="list-style-type: none"> <li>Improvement in the progress of the pupil cohort engaged in The School Led-Tutoring programme against baselines.</li> <li>Improvement in the progress of the pupil cohort engaged with the Academic Mentoring Programme.</li> <li>Improvement in the progress of the pupils selected to partake in Impress the Examiner master-classes.</li> </ul>

## 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: £168542.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader to oversee the PP strategy	Successful schools 'have clear, responsive leadership.' DFE (Department for Education) 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EFF Implementation Guide strategies that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of, desirable implementation.'	1-7
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.  The strategy will be shared and embedded in everyday practise.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2, 7
Purchase of standardised diagnostic assessments.  Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> <a href="#">Learning Recovery and the Role of Diagnostic Assessment</a>	1, 2, 7
Using blended learning to support	At every stage, the education and life chances of the poorest young	2,7

<p>gaps caused by Covid-19 lockdowns.</p> <p>To provide all students with an online platform, GCSEPod, that covers width and breadth of provision across the subject areas through the use of interactive content which allows for better engagement and learning experiences.</p>	<p>people have been hardest hit, with a risk that years of work to reduce the attainment gap and tackle social mobility could be undone in just a few months. The conditions children experience, and resources they have available when learning at home differ considerably.</p> <p><a href="#">Learning In Lockdown – Sutton Trust</a></p> <p>Digital technology added up to +4 months progress (EEF, 2020).</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1, 4, 7

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

Budgeted cost: £ 102470

Activity	Evidence that supports this approach	Challenge number(s) addressed
School strategy for Year 11: PP progress meetings lead to interventions.	Rigorous monitoring and tracking of pupil progress through both Team Leaders, and SLT (Senior Leadership Team) link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020).	2,5
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	1,2, 7

and address vocabulary gaps.	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>  Evidence indicates that reading comprehension strategies can boost comprehension, delivering approximately six additional months' progress on average. (EEF).	
To provide masterclasses to students to address gaps in knowledge and skills that have been identified and then built upon to ensure that students leave the sessions having made rapid progress in these previous areas of weakness	In light of the pandemic, Impress the Examiner offer tuition which builds bespoke sessions that specifically target areas where performance improvements will lead to the greatest achievement gains in exams by consolidating missing knowledge and identifying and addressing misconceptions .  <a href="#">Impress the Examiner</a>	2,7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020).	1, 2, 7

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

Budgeted cost: £ 218 181

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD, T&amp;L Briefings, assemblies, and systems to develop a school culture to embed high expectations and standards for all.</p> <p>The strategy will be shared and embedded in everyday practise.</p>	<p>EEF – Behaviour interventions- approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months impact.</p>	<p>1, 2, 6</p>
<p>Attendance:</p> <p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>Ensure all identified PP pupils with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer, Head of Year or Key Stage Leader.</p> <p>Curriculum support via the Behaviour Mentor or Alternative provision supports learning.</p> <p>Sustain a system of rewards and incentives for improved attendance to school.</p> <p>Personalised rewards and recognition to ensure whole school profile raised</p> <p>HOY to work, specifically, on raising the attendance of students identified as PA.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>The attendance of PP pupils to school is significantly below national expectations. Many PP pupils have significant social and emotional barriers to learning and are subject to external multiagency plans. A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS2) 2 and KS4, the lower the likely level of attainment at the end of KS2 (Key Stage 2) and KS4.</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or</li> </ul>	<p>4, 5, 6</p>

	equivalent including English and mathematics than pupils that missed 15- 20% of KS4 lessons.	
Mental Health curriculum introduced to deal with the after effects of Covid-19 lockdowns through PSHE.	The current statistics around mental health show that 1 in 4 people in the UK (United Kingdom) will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown.	3, 7
Improving, a selected group of students, motivation, self-confidence, attendance and engagement with education by sending them to an Alternative Provision (AP) for a specified period of time.	This report presents the findings from a large-scale investigative research study exploring the landscape of alternative provision (AP). <a href="#">Investigative Research into Alternative Provision</a>	2, 5, 6
Improve family-home-school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach.  HOY and Key Stage Leads arrange appointments at all parents evenings.  EEF Toolkit Parental Engagement suggests +3 months progress.	4, 5, 7
Work with external agencies including CAMHS (Child and Adolescent Mental	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to	4, 5

Health Service) and MASH to support pupils and families.	their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021.	
Duke of Edinburgh Award.	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning.	3, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 489 193.83**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 3 years in key areas of the curriculum. Progress 8 for all pupils was +0.47 (unvalidated) and for PP pupils was -0.41 compared to -0.45 for all pupils and -0.9 for PP pupils in 2019. EBacc entry was 33%, which is higher than in the previous 3 years. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Microsoft Teams lessons/Zoom lessons and resources such as those provided by Oak National Academy, Hegarty Maths, EduCake and GCSE Pod.

Although overall attendance for disadvantaged pupils was 87.8% in 2020/21, it was higher than the national average in 2021. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.2% lower than their peers and persistent absence more than 11% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil the Covid Catch-Up funding and pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan with the addition of the recovery premium and school-led tutoring.