

Pupil premium Strategy statement (secondary)

Please Note: Pupil premium funding is estimated because the student census and financial year are different.

1. Summary information					
School	Airedale Academy				
Academic Year	2020/2021	Total PP Budget	£404,920	Date of most recent PP Review	December 2020
Total number of pupils	1032	Total number of pupils eligible for PP	473 (46%)	Date for next internal review of this strategy	October 2021

2. Key Indicators (most recent Year 11)		
	Airedale Academy Pupils eligible for PP 2019 - 2020	Airedale Academy Pupils eligible for PP 2020 – 2021 (unvalidated data)
Key Stage 2 Fine Point Level (Cohort size)	27.1	96 Scaled Score
Progress 8 score average	-0.14	-0.24
Attainment 8 score average	35.81	32.21
Progress 8 English	-0.42	-0.38
Progress 8 Maths	-0.29	-0.31
Progress 8 EBacc	-0.3	-0.69
Progress 8 Open Basket	+0.32	+0.35
Attainment 8 English	7.45	6.97
Attainment 8 Maths	6.29	5.74

Attainment 8 EBacc	9.32	7.35
Attainment 8 Open Basket	12.75	12.16
Progress 8 score average for Higher Ability Pupils	+0.44	-1.52
Progress 8 score average for Middle Ability Pupils	-0.11	-0.09
Progress 8 score average for Lower Ability Pupils	-0.62	-0.39
% Attaining 9-7 in English and Maths	3%	1%
% Attaining 9-5 in English and Maths	19%	13%
% Attaining 9-4 in English and Maths	40%	32%
% Entered for EBacc	15%	12%
% Absence (Ever 6 FSM)	9.6% (impacted by Covid 19)	10.2% (impacted by Covid-19)
% Persistently Absent (Ever 6 FSM)	26.8% (impacted by Covid 19)	30.6% (impacted by Covid-19)
% of pupils staying in education or entering employment	89.75%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	<p>Quality of Teaching and Learning</p> <ul style="list-style-type: none"> The quality of teaching and learning is inconsistent for PP learners and this impacts the learning and outcomes in some subjects. Disengagement with learning either due to being unable to access the curriculum or through lack of confidence in their abilities. There is a lack of opportunity for disadvantaged students to engage in independent work.
B.	<p>Numeracy and Maths</p> <ul style="list-style-type: none"> Students arrive below expectation in Maths. Students eligible for PP who have not made enough progress in Maths in previous years.
C.	<p>Literacy and Oracy</p> <ul style="list-style-type: none"> Students with reading ages lower than their chronological age.

	<ul style="list-style-type: none"> Limited experience of formal modes of communication. Students with vocabulary which is not as advanced as their peers due to the lack of cultural capital in knowledge.
D.	<p>Boys' Progress</p> <ul style="list-style-type: none"> Males arrive significantly below in both Maths and English skills. High proportion of middle and low ability students eligible for PP who have not made enough progress in Maths and English.
E.	<p>Homework/Revision/Organisation</p> <ul style="list-style-type: none"> There is an in-school gap for students eligible for PP around homework, behaviour logs and performance in exams meaning that students need support with homework and further strategies on revision. Knowledge retention and recall has been identified through work scrutinies, exam results and teacher feedback.
F.	<p>Behaviour for learning</p> <ul style="list-style-type: none"> Students eligible for PP are more likely to engage in negative behaviours in the academy resulting in high levels of FTE.
External barriers (issues which also require action outside school, such as low attendance rates)	
G	<p>Home Support and Parental Engagement</p> <ul style="list-style-type: none"> Students eligible for PP live in chaotic, dysfunctional and unstable households. Students eligible for PP often lack support/time/space to complete revision and homework at home. Students eligible for PP may not be organised for school with the correct equipment and uniform or having eaten at home. Low aspirations among students and their families, some coming from third generation workless households or households where educational success is not seen as crucial to getting a 'good' job. Lack of parental support in developing employability skills due to households where unemployment is the norm.
H	<p>Attendance</p> <ul style="list-style-type: none"> There is an attendance gap between PP and non-PP students. Cycles of poor attendance ingrained at primary level. There is a lack of emphasis, at home, on the attendance of school regularly and on-time.
I.	<p>Enrichment</p> <ul style="list-style-type: none"> Many students eligible for PP do not have a wealth of life experiences. There is a lack of understanding of education post-16 and the opportunities available. Pupils expected to care for younger siblings before/after school or on primary school INSET days (which do not necessarily coincide with our INSETs) while parents work.
4. Desired Outcomes	
Success Criteria	
A.	<p>PP students have consistently high quality teaching, learning and assessment within their lessons.</p> <ul style="list-style-type: none"> Lead Practitioner, under the guidance of the Director of School Improvement, oversees the quality of teaching and learning

		<p>across the school to ensure quality first teaching is taking place in all lessons for all students.</p> <ul style="list-style-type: none"> • CPD is available to all staff to support PP students effectively. • Internal QA data demonstrates that teaching and learning across the curriculum is strong and PP students are well-catered for in lessons through PP First Initiative and waves of intervention. • Internal assessment of data and external exam results will show that the gap between the attainment of PP students and non-PP students is decreasing or not evident.
B.	Improved levels of numeracy and Maths for those eligible for PP.	<ul style="list-style-type: none"> • Gap between PP and non-PP/National Others Maths attainment reduces in all years. • PP students regularly utilise numeracy skills in a range of subjects across the Academy.
C.	Improved levels of literacy and oracy for those eligible for PP	<ul style="list-style-type: none"> • Gap between PP and non-PP/National Others English attainment reduces in all years. • PP students regularly improve the literacy in their work in a range of subjects across the Academy. • QA data shows oracy being regularly challenged and improving across the Academy. • Due to exposure of cultural capital in knowledge, students have a broader vocabulary.
D.	The progress of our PP students in ALL their subjects is above National Others.	<ul style="list-style-type: none"> • The gap in attainment between disadvantaged students and their non-disadvantaged peers in all years will narrow, with disadvantaged students being pushed to achieve better than expected levels of progress to close this gap.
E.	The PP students experience a range of enrichment/extra-curricular and have high aspirations for their future.	<ul style="list-style-type: none"> • Increased attendance as shown from the extra-curricular and enrichment report. • Destinations data • Apprenticeship figures • HE data
F.	Students behave well and are able to self-regulate.	<ul style="list-style-type: none"> • FTE rates are equal or lower than non-PP learners.

		<ul style="list-style-type: none"> PP learners are receiving departmental, key stage awards in line with non-PP learners.
G.	Increased home support and parental engagement for students eligible for PP.	<ul style="list-style-type: none"> PP students complete revision and homework at the Academy if they do not have support or facilities at home. PP students are equipped (including uniform) and ready to learn and have eaten breakfast either at home or at school with the free bagel initiative. PP families attend events (e.g. parent's evenings, revision evenings, etc.) that are pertinent to their child in line with parents of non-PP learners.
H.	PP students attend regularly.	<ul style="list-style-type: none"> Attendance of PP students is equal or better than National Others. The attendance of disadvantaged students will improve and the gap in attendance between disadvantaged students and non-disadvantaged students, within the Academy, will diminish. The proportion of disadvantaged students who are persistently absent will reduce.
I.	Disadvantaged students are confident, able to express themselves and have high aspirations for themselves and their future.	<ul style="list-style-type: none"> Destinations Data Alumni...where are they now?

Long-Term Plan (3 Year Timescale)

Priority 1	Attendance: to devise and implement strategies aimed at reducing and eventually eliminating the attendance gap between disadvantaged students and their non-disadvantaged peers. (SDP Priority 4)
Priority 2	Behaviour: to develop and implement a range of strategies aimed at supporting the emotional, social and behavioural well-being of disadvantaged students, aimed at reducing further, the inclusion and exclusion gap between disadvantaged students and their non-disadvantaged peers. (SDP Priority 4)
Priority 3	Curriculum: to develop further the breadth of the curriculum and the intervention strategies available to ensure that disadvantaged students, in all year groups, make progress in line with, or exceeding, the progress of their non-disadvantaged peers. (SDP Priority 1)
Priority 4	Enrichment & Engagement: to develop and implement a range of strategies to enable disadvantaged students to access learning opportunities outside the classroom at the same rate or better than their non-disadvantaged peers. (SDP Priority 4)

5. Planned Expenditure						
Academic Years		2020 - 2023				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Key: Amended approaches from last year		New approaches for this year		Continued and sustained approaches from last year		
i. Quality of education						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost
Leadership places the Pupil Premium Strategy at the heart of the Academy through recruitment, retention and training of the very best leaders.	Recruitment, retention, responsibility, leadership.	EEF recommends improving teaching as having the largest impact on disadvantaged students. This has led to an appointment of a Lead Practitioner to lead on improving the quality of teaching and learning across the Academy. The Academy also appointed a Pupil Premium Champion to support the Assistant Principal in charge of PP. There is a consistent staffing/leadership structure in place for the Core subjects overseen by the Assistant Principal – Director of Core & PP who has also guided the Maths Intervention Assistant to support the disadvantaged students in achieving in Maths.	Line Management Meetings, Extended Leadership Meetings, Core Meetings, Leadership CPD, Whole School CPD, Lead Practitioner Program	LP, CE, SM	Termly through Deep Dives and SLT QA – Learning walks, KS3 and KS4 Assessment Points, Annually through GCSE results.	£90,000

<p>A well trained Teaching and Learning Team and Leadership Team ensure our disadvantaged students experience quality first teaching.</p>	<p>NPQML, NPQSL</p>	<p>All of the courses provided are by nationally recognised organisations and qualifications recommended or provided by DFE or National College. Again, the EEF recommends improving teaching and the Lead Practitioner leading this improvement of T&L. The extended leadership team are improving their leadership and leadership qualifications by conducting research projects around improving the performance of the disadvantaged students.</p>	<p>Qualifications achieved, Performance Management, Line Management Meetings, Subject Leaders Meetings, Leadership CPD, Whole School CPD, Lead Practitioner Program</p>	<p>JR, GS</p>	<p>Annually through performance management, Line Management Meetings across the year and Lead Practitioner Meetings.</p>	<p>£3800</p>
<p>A well trained teaching body delivering outstanding teaching who are aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged students from Airedale.</p>	<p>Staff CPD Program, Extended Leadership CPD Program</p>	<p>The pupil premium strategy will be relaunched again with CPD sessions across the year and bespoke sessions to different key staff.</p>	<p>Staff CPD questionnaire feedback. Performance of subgroups for each year-group of disadvantaged.</p>	<p>SM, SK</p>	<p>After each report cycle throughout SLT meetings, line management meetings and annually through results and the appraisal process.</p>	<p>£1591.65</p>
<p>Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and</p>	<p>Curriculum planning time, Extended leadership training</p>	<p>Rewriting curriculum plans to ensure that it fits the new Ofsted Framework and that lessons are correctly sequenced and planned to benefit all students with a particular focus on disadvantaged in English, Maths and Science. This year, we</p>	<p>Department meeting minutes, SDP priorities, Curriculum plans</p>	<p>JR</p>	<p>QA reports, CPD, SLT QA</p>	<p>£9,200</p>

<p>cultural capital through strategies such as cognitive load theory and interleaving driving independent writing opportunities.</p>		<p>will continue to embed any changes and look deeper into metacognition of our low prior attainers and Boys' English and literacy skills to improve their outcomes in English, Maths and History/Geography.</p>				
<p>High levels of progress in literacy for year 7&8 students eligible for PP.</p>	<p>CPD on using Accelerated Reader effectively for staff who will be teaching it.</p> <p>CPD on developing questioning/reading strategies to target key disadvantaged students in year 7 and year 8 classes to improve reading ages.</p> <p>Book Buzz – Books provided for year 7</p> <p>Book Buzz – Books provided for year 8</p>	<p>Variety of reading activities used to support students in active reading sessions, trialled by outstanding/good schools with higher reading age data. Allows students sustained opportunities to learn how to use language to make sense of the world. It also improves their information processing skills, vocabulary, and comprehension.</p>	<p>Extended Leadership/2nd to monitor progress of reading age data, 2 calendared reading age assessments within the academic year, QA of library lessons to assess level of support given from class teachers.</p> <p>Reading age database to track and monitor the reading ages.</p>	<p>ELT, SM</p> <p>KW</p>	<p>Termly</p> <p>Termly</p>	<p>No cost to the academy except in teachers' time</p> <p>£327.00</p> <p>Funded out of the Covid Premium Budget</p>
<p>Improved rates of progress at</p>	<p>Increased staffing to reduce class sizes,</p>	<p>Reduced class sizes will enable groupings to be more targeted, ensure a more</p>	<p>Regular monitoring of progress through data tracking.</p>	<p>LP,CE, ELT, SM, JR</p>	<p>Termly</p>	<p>£48,000</p>

KS4 in English, Maths & Science for students eligible for PP.	increase differentiation and personalised feedback.	personalised curriculum and improve the quality of feedback. The EEF teaching and learning toolkit sites feedback as having high impact at 8+ months.	Teaching of specific skills and knowledge through a robust scheme of work.			
Leadership ensures that the Pupil Premium Strategy is embedded at the heart of the school strategy and development plan with all staff understanding the strategy and their role within it.	Leadership	Assistant Principal totally responsible for the Pupil Premium provision. Pupil Premium Champion in Maths. A range of briefings/INSET and CPD directed at all staff to revisit and train up new staff. This is done regularly to keep the focus of staff on our disadvantaged.	Monitor performance through report data showing progress, attainment, attendance, exclusions, behaviour and attitude to learning.	LP	Pupil Premium Expenditure Report, Governing Body, Pupil Premium Action Meeting.	£19,075.28
Total Budgeted Cost						£171,993.93
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implement well?	Staff Lead	When will you review implementation?	
Targeted intervention to drive forward rapid improvement in outcomes for students who have chronologically low reading ages on arrival at the Academy.	Accelerated Reading in year 8	Pupils with low reading ages cannot access GCSE's and need time to improve their reading ages.	Monitoring and tracking the Accelerated Reading data.	KW	Termly, Annual Report.	Costed in the Covid Premium Budget

<p>The gap between the average reading ages of disadvantaged students and non-disadvantaged students diminishes.</p> <p>Impact also on P8 and A8, particularly Maths, EBACC and English subjects, in all subjects due to literacy content of new GCSE's/BTECs. Also adapted this year to ensure more stretch and challenge in our disadvantaged readers with higher reading ages.</p>	<p>Purchase form time reading book sets for year 9-10 to broaden the menu of books available and to expose students to Cultural Capital.</p>	<p>The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 15 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.</p>	<p>Student survey, staff survey,</p>	<p>SM, AB</p>	<p>Termly</p>	<p>£2100</p>
<p>Aspirations for pupils from a deprived post code area or have no history of family at university are raised through</p>	<p>Working with NCOP and Aim Higher West Yorkshire on a variety of trips, projects, experiences, strategies to improve the numbers going to university.</p>	<p>The school has a Higher Education Officer funded by NCOP. Fully funded range of experiences. Details of impact can be found on the NCOP Report.</p>	<p>Numbers of pupils from deprived post code areas increases.</p>	<p>TC,SM,TH</p>	<p>Annually through the NCOP report.</p>	<p>£23,037</p>

enrichment experiences with Universities and Local Business.						
Improved rates of progress at KS4 in English, Maths & Science for students eligible for PP.	<p>Deliver targeted intervention to small groups/individuals delivered by subject teachers.</p> <p>The Maths Intervention Assistant to deliver targeted intervention to small groups of year 10 and year 11 results.</p>	EEF Teaching and Learning Toolkit shows that one to one tuition has a moderate impact +5 months. It also enables thorough and regular feedback to be given which is a high impact strategy according to EEF.	<p>Regular monitoring of progress through data tracking, RAG meetings.</p> <p>Half-termly meetings with Maths Intervention Assistant.</p>	Extended leadership, SM,SK	<p>Weekly meetings</p> <p>Core Data Meetings (after mock exams and GCSE results day)</p> <p>Mock results, end of year results, GCSE results</p>	<p>£8643.48</p> <p>£15,915.75</p>
Improved rates of progress at KS4 in English, Maths & Science students eligible for PP.	<p>Period 6 sessions</p> <p>Intensive holiday sessions</p>	<p>Ensures targeted support by specialist staff to upskill PP pupils in areas of weakness.</p> <p>Ensures that during the holidays students continue to access learning which otherwise may not be the case.</p>	Registers from period 6 and holiday sessions to check on attendance to ensure PP students are accessing after-school provision.	SD, KC, SM, SK	Period 6 sessions to start in September 2020. Reviewed half-termly and after each assessment period. Reviewed after every holiday period.	<p>No cost to the academy except in teachers' time</p> <p>No cost to the academy except in teachers' time</p>

Improved rates of progress at KS4 in English, Maths & Science for students eligible for PP.	Bespoke sessions focussing on key exam skills linked to students' performance in mock exams. Year 10-11 only.	Enables students to consolidate learning and access further personalised support from subject specialists.	Teaching of specific skills and knowledge through a robust analysis of assessments to identify individual student weaknesses.	KC	Reviewed after mock exams	£14,704.96
Improved rates of progress at KS4 in English, Maths & Science for students eligible for PP.	Regular Core data meetings to discuss barriers to progress and attainment	Students to have an in-depth knowledge of how to utilise a variety of strategies and opportunities to continue to make progress across Y11.	Calendared timetable of student interviews, minutes and actions recorded.	SM/ELT	Ongoing	No cost to the academy except in teachers' time
Improved rates of progress at KS4 in English, Maths & Science for students eligible for PP.	Purchase of Hegarty Maths, GCSEPod and EduCake	Implementation and embedding of online learning platforms to promote independence and resilience in Core subjects	Analyse improvements in assessments, completion of homework	SM/ELT	August 21	£1000 with the rest costed in the Covid Premium budget
Equipment made available, alongside a developing independence and organisation strategy, to ensure equipment is not a barrier to learning for our disadvantaged students. All disadvantaged pupils are adequately	Provide specific mathematical equipment including Casio FX-83 calculator, CGP Revision Guide and CGP workbooks. Provide specific English equipment including texts. Laptops/Chromebooks to support home learning	Students to become more adept at using specific calculator functions. Revision guides and workbooks provided in Maths and English to support home learning, revision and homework. A specific text provided in English to aid pupils in revision skills, utilising key vocabulary etc. Disadvantaged pupils receive more behaviour logs for equipment. All disadvantaged pupils to be given a full equipment pack for free. A further resource for pupils to borrow (with sanctions if too often) to be activated.	Lesson QA, Analyse improvement in assessments. Analyse improvement in assessments. Monitor behaviour logs.	SM, SK, ELT	Ongoing	£16,622.67

equipped and ready to learn so that there is a 0% gap between equipment behaviour logs for PP and non-PP students.						
Total Budgeted Cost						£69,240.06
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implement well?	Staff Lead	When will you review implementation?	
Aspirations, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.	Appointment of a key stage 3, key stage 4 and key stage 5 lead to oversee the non-teaching heads of year and behaviour mentors	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. A larger presence in classrooms as more time is available. Parental concerns/complaints are dealt with efficiently and effectively.	Ensure identification process is robust. Monitor behaviour but also monitor whether improvements in behaviour translates to improved attainment.	TC	July 2021	£14165.80
	Implementation of 5 non-teaching heads of year which are overseen by a KS3 and a KS4 Lead	Behaviour is dealt with quickly and efficiently. Students are able to build positive working relationships with adults and their peers which will then translate with the classroom.			July 2021	£10,753.94
	Implementation of 3 behaviour mentors to work with an identified cohort of students to deliver				July 2021	£7081.86

	<p>personalised mentoring, targets and rewards.</p> <p>Elite Coaching to work with a targeted group of disadvantaged students' year 7-year 10 who display the most challenging behaviour.</p>		<p>Ensure the identification of the students is robust. Monitor the ATL of the students during each data collection. Monitor the behaviour logs of the students.</p>	SM/JP	July 2021	Costed in the Covid Premium Budget
<p>Ensure more vulnerable students are supported emotionally and socially</p>	<p>DSL/Assistant DLS to work with multi agencies to ensure those most 'at risk' access the necessary support.</p>	<p>Maslow's hierarchy of needs, until the bottom tiers of need have been met it is extremely difficult for anyone to engage in learning. A nurture group is run in year 7 right through to year 11. It has been very successful in supporting students.</p>	<p>QA - part of whole school process. Regular meetings with Behaviour manager. Campus walks. Weekly Inclusion meetings.</p>	JP	July 2021	£1100
<p>Reduction in the number of PA students that are eligible for PP.</p>	<p>Attendance to monitor pupils and follow up quickly on absenteeism. First day response provision.</p> <p>Attendance mentor to work with an identified cohort of students to deliver personalised mentoring, targets and rewards.</p>	<p>We can't improve attainment for children if they aren't actually attending school. National Foundation for Education Research briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of behaviour mentors about existing absence issues. Attendance and progress discussed fortnightly with Assistant Principal – Attendance/Inclusion. Attendance data.</p>	JP	July 2021	<p>£25738.50</p> <p>£16157.25</p>

	EWO Supervision	EWO to work with persistently absent students to ensure the students get the best possible education by working closely with the Academy, the students and their parents/carers.				£1687.50
PP Boys Motivational Package	Increase the motivation and aspirations of Y10 Disadvantaged Boys.	According to the EEF, essential life skills (or 'character') are important in determining life chances. There is an internal gap between girls and boys. This is most profound at Y10. Barriers to Learning identified within this group around motivation and aspiration	Weekly conversations with Elite. Weekly conversations with the KS4 Leader and Non-Teaching Head of Year.	SM/SK	Y10 Report Data. Y10 Behaviour Log, Attendance and Exclusion Data	£3635.20
Homework Club, for year 7 – year 11, staffed with non-teaching heads of year or behaviour mentors for an hour each day after school.	Disadvantaged Pupils who struggle to complete homework at home have a place to go to complete it.	Research from barriers to learning and due to behaviour logs for homework (as well as issues around KS4 revision) highlighted an issue with pupils having a place to complete homework.	Club advertised well through Heads of Year and mentors. Pupils with homework behaviour logs told to attend and this is monitored.	TC	Line Management with Hub Staff half-termly	£13,661
Alternative Provision for students at risk of exclusion and or with mental health needs which cannot be met at the Academy.		For most young people, especially those with complex issues, provision is an individualised package which involves more than one provider as even pupils with similar socio-economic backgrounds or with SEND can vary enormously in their needs.	Exclusions data.	TC, BH		£55,000
Total Budgeted Cost						£148,981.05
Grand Total Proposed Cost						£404,920.00
6. Review of Expenditure						

Academic Year	2019-2020	Total PP Budget	£355,099	Date of Most Recent PP Review	December 2020		
Total Number of Pupils	1057	Total Number of Pupils Eligible for PP	456	Date for Next Internal Review of this Strategy	October 2021		
i. Quality of Education							
Chosen Action/Approach	Desired Outcome/Success Criteria	Staff Lead	Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued into next year?
Recruitment, retention, responsibility, leadership	Leadership places the Pupil Premium Strategy at the heart of the Academy through recruitment, retention and training of the very best leaders.	LP,CE,SM	P8 score of -0.18 in 2019-2020 compared with -0.83 in 2018-2019	It is imperative that the Academy continue to recruit the very best teachers who will strive to ensure the gap between pupil premium students and their peers continues to close.	£193.20	£90,461.17	Yes
Lead Practitioner Program, NPQML for Core Leaders	A well trained Teaching and Learning and Leadership Team ensure our disadvantaged pupils experience the very best quality first teaching. Through a range of targeted CPD qualifications to ensure leaders are as experienced and qualified as they can be to improve the performance of the disadvantaged.	JR,GS	Through our rigorous and robust coaching program, teachers have received the necessary training and support which has ensured that our disadvantaged students received quality first teaching.	It was impossible to deliver face-to-face teaching sessions due to the Pandemic; therefore, sessions were delivered remotely.	£2.14	£1,000	Yes
Staff CPD Program, Subject	A well trained teaching body delivering outstanding teaching	SM,SK,JR	P8 score of -0.14 in 2019-2020 compared with -0.83 in 2018-2019	Discontinued part way through due to the global pandemic.	£3.40	£1591.65	Yes

Leader's CPD Program	<p>and aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged pupils from Airedale.</p> <p>Through Teaching Staff, Leaders and Support Staff are trained on the best strategies to deploy when working with different groups of disadvantaged learners. Teachers also receive regular CPD on high quality T&L for all learners. Performance Management process focuses on Teacher standards alongside observation cycles</p>						
CPD, INSET, Curriculum planning time, Extended Leadership Training	<p>Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and cultural capital through strategies such as metacognition, interleaving driving independent writing opportunities.</p> <p>CPD program across the year to build on last year's CPD and further</p>	JR	P8 score of -0.14 in 2019-2020 compared with -0.83 in 2018-2019	There will be a continued drive to ensure that curriculum plans match the new Ofsted Framework around the quality of education and ensure depth of curriculum.	£21.40	£10,000	Yes

	close the attainment and progress gap between our disadvantaged pupils and national others so we are significantly above.						
Period 6 Timetable	A package of revision sessions delivered after school for Y11 to address gaps in learning across all subjects and address barriers to learning such as revision opportunities at home.	KC	Year 11 attendance was at 91.8% before the global pandemic.	The majority of students found period 6 beneficial and could see its importance.	£53.59	£4501.20	Yes
Equipment	Equipment made available, alongside a developing independence and organisation strategy, to ensure equipment is not a barrier to learning for our disadvantaged pupils.	SM	All disadvantaged pupils are adequately equipped and ready to learn.	Per student voice, going forward, disadvantaged students will receive more equipment which is subject specific.	£24.41	£11,131	Yes
Leadership	Leadership ensures that the Pupil Premium Strategy is embedded at the heart of the school strategy and development plan with all staff understanding the strategy and their role within it.	SM,SK	P8 score of -0.14 in 2019-2020 compared with -0.83 in 2018-2019.	It is vital that we continue to raise the profile of the Pupil Premium Strategy to ensure that our P8 continues to move towards National.	£40.76	£19,075.28	Yes

	Pupil Premium Strategy is at the heart of academy life and is led well to ensure that it is of the highest priority and T&L is outstanding leading to outstanding outcomes for our disadvantaged students.						
Total Budgeted Cost							£137,760.30
ii. Targeted Support							
Maths Intervention	Incisive intervention leading to rapid outcomes.	SM, LT	Maths P8 score of -0.24 in 2019-2020 compared to -0.79 in 2018-2019	Discontinued part way through due to the global pandemic.	£198.95	£15,915.71	Yes
Working with NCOP and Aim Higher West Yorkshire on a variety of trips, projects, experiences, strategies to improve the number of students going to university	Aspirations for pupils from a deprived post code area or have no history of family at university are raised through enrichment experiences with Universities and Local Business.	TC,SM,TH	89.75% of students stayed in education.	This was a decrease from 100% due to the global pandemic.		£23,037	Yes
Total Budgeted Cost							£38,988.71
iii. Other Approaches							
Reduction in % of disadvantaged students that are absent as well as	We can't improve attainment for students if they aren't actually attending school.	JP	30.6% of disadvantaged students were absent and 10.2% of PA students were absent		£165.81	£77,597.75	Yes

the % of PA students	National Foundation for Education Research briefing for school leaders identifies addressing attendance as a key step.	.					
Raising the motivation of 15 disadvantaged boys in year 11	According to the EEF, essential life skills (or 'character') are important in determining life chances.	SM	From the two data collection points taken before the global pandemic, students had increased their overall ATL by at least 0.5	Discontinued part way through due to the global pandemic.	£356.76	£5351.40	Yes
Disadvantaged Pupils who struggle to complete homework at home have a place to go to complete it.	Research from barriers to learning and due to behaviour logs for homework (as well as issues around KS4 revision) highlighted an issue with pupils having a place to complete homework.	TC		Discontinued part way through due to the global pandemic.	£163.34	£76,445	Yes
Alternative Provision for students at risk of exclusion and or with mental health needs which cannot be met at the Academy.	For most young people, especially those with complex issues, provision is an individualised package which involves more than one provider as even pupils with similar socio-economic backgrounds or with SEND can vary	TC	This continued all through-out the pandemic and attendance was high.	A high proportion of students attend alternative provision on a long-term basis. From 2020-2021, the Academy is going to use this a temporary measure with the main attempt of reintegrating them back into Academy life.		£52,853.30	Yes

	enormously in their needs.							
							Total Budgeted Cost	£212,247.45
							Grand Total Cost	£388,996.46