

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Airedale Academy
Pupils in school	1032
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£404,920
Academic years covered by statement	2020/21 – 2022/23
Publish date	December 2020
Review date	December 2021
Statement authorised by	Lyndsey Proctor
Pupil premium lead	Sandra Moore/Simon Kemp
Governor lead	

### Disadvantaged pupil performance overview for last academic year 2019-2020

Progress 8	-0.14
Attainment 8	35.81
Percentage of Grade 5+ in English and maths	19%
EBACC Entry	15%

### Strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress 8	0.00	Aug 2021
Attainment 8	38	Aug 2021
Percentage of Grade 5+ in English and maths	25%	Aug 2021
Other	Absence below 10% PA below 30%	Aug 2021
EBACC Entry	11%	Aug 2021

### Teaching priorities for current academic year

Measure	Activity
Priority 1	<b>Curriculum:</b> the Academy strives 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 2	<b>Metacognition and the Cognitive Load Theory:</b> the academy offers a curriculum that is broad and balanced for all students. The ability of our

	disadvantaged students to know more and remember more is a priority using the latest cognitive strategies. The EEF has evidence that metacognition strategies have one of the highest impacts on students' progress.
<b>Barriers to learning these priorities addressed</b>	The literacy of disadvantaged students arriving at the academy is significantly below the national average. Due to this lack of literacy, our disadvantaged students are finding it incredibly difficult to compose extended writing pieces in all subjects and to formulate and express spoken language when challenging views. Due to this barrier, they have limited exposure to a variety of texts so have gaps in vocabulary, cultural capital, key technical terms and the ability to know more and remember more isn't at the fast pace needed.
<b>Projected spending</b>	<b>£171,993.93</b>

#### Targeted academic support for current academic year

Measure	Activity
<b>Priority 1</b>	<b>Attendance:</b> 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)
<b>Priority 2</b>	<b>Behaviour:</b> 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)
<b>Priority 3</b>	<b>Boys Progress:</b> male students arrive at the academy significantly lower in both English and maths. We have a high proportion of middle attainers and low attainers eligible for the Pupil Premium who have not made satisfactory progress in both of these subjects.
<b>Priority 4</b>	<b>Homework/Organisation/Revision:</b> There is an in-school gap for students eligible for the Pupil Premium around homework engagement and 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. The EEF finds that

	quality homework is a low cost but high impact strategy so it is imperative that we ensure our disadvantaged students complete it in the right learning environment.
<b>Barriers to learning these priorities addressed</b>	The Academy uses robust tracking process that identify disadvantaged students who may need more targeted support. Where an issue is identified, an intervention is swiftly put in place to close this gap whether it be academically or pastorally. This may include assigning pupils to homework club for those with limited internet access or those not actively engaging in the process.
<b>Projected spending</b>	<b>£69,240.06</b>

#### Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	<b>Enrichment &amp; Engagement:</b> to develop and implement a range of strategies to enable disadvantaged students to access leaning opportunities outside the classroom at the same rate or better than their non-disadvantaged peers. (SDP Priority 4)
<b>Priority 2</b>	<b>Pastoral:</b> a priority will always be in place around our disadvantaged students pastorally. Wither interventions in place to assist with care, organisation, equipment, uniform, mental health, food, confidence, homework, revision and building relationships to name but a few. We have robust systems in place at the academy for all of these things.
<b>Barriers to learning these priorities addressed</b>	Some students may have a lack of support at home with uniform, food, social skills or through a lack of opportunities to enrich their lives such as clubs, educational trips or enrichment experiences. This context can make them more confident individuals and be able to access the curriculum at a deeper level. Students will also receive behaviour interventions and emotional support from our non-teaching heads of year and behaviour mentors.
<b>Projected spending</b>	<b>£148,981.05</b>

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	The progress of our disadvantaged students is close to National Others.	Progress 8 score
Targeted support	The progress of our disadvantaged boys is close to National Others.	Progress 8 score
Wider strategies	Our disadvantaged students attend the Academy regularly, behave well and complete homework and afterschool revision.	PP attendance and PA below national, exclusions below national for same group, Progress 8 scores

### Review: last year's aims and outcomes

Aim	Outcome
The progress of our disadvantaged students is becoming closer to National Others.	Progress 8 for our disadvantaged students was -0.14 in 2020 compared to +0.13 National Others in 2019.
The progress of our disadvantaged students in all their subjects is becoming closer to National Others.	Progress 8 in all baskets was -0.14 compared to the Progress 8 of +0.13 National Others in 2019.
Our disadvantaged students attend the Academy regularly, behave well and complete homework and revision.	30.6% of disadvantaged students were absent and 10.2% of PA students were absent
Our disadvantaged students experience a range of enrichment/extra-curricular activities and have high aspirations for the future.	Though impacted by Covid, disadvantaged students have taken up a wide array of enrichment and extra-curricular opportunities. These include: period 6, homework club, reading club etc.
Our disadvantaged students are confident, able to express themselves eloquently and have high aspirations for themselves and their future.	Significant proportion of our pupils have gone to study Level 3 Courses such as BTECH's, A Levels and Apprenticeships. 89.5% Sustained Destinations. This percentage has been impacted by Covid.