

School overview

School name	Archbishop Holgate's School
Number of students in school	1765
Proportion of disadvantaged students	18.56% of KS3&4 (252 pupils)
Pupil Premium allocation this academic year	£240,660
Academic year/s covered by this statement	2020/2021
Publish date	December 2020
Review date	December 2021
Statement authorised by	Andrew Daly (Head Teacher)
Pupil premium lead	Mike Williams (Assistant Head Teacher)
Governor lead	David Taylor

Review, context and impact of Disadvantaged student performance for last academic year (2019)

Measure	Score	Three Year Trend																														
Progress 8	0.26	As a school, we have a sustained record of excellent results for disadvantaged students. The achievement in 2019 was particularly impressive when compared to both the national disadvantaged Progress 8 score and the LA Disadvantaged Progress 8. Notably, it is excellent to see that our disadvantaged students have performed better this year (0.27) than the national progress 8 score for all others (according to last year's equivalent) Further to this, we are pleased to have achieved a positive progress residual for our disadvantaged students whilst both the national and LA progress score for disadvantaged students were substantially negative last year at -0.40 (National) and -0.49 (LA). This highlights how disadvantaged students have the best opportunity in school and we have demonstrated the capacity to close the gap between primary and secondary school for these students. Whilst there is still an in-school gap between the progress of disadvantaged and non-disadvantaged students, the progress for disadvantaged students continues to improve.																														
Ebacc entry	21%																															
Attainment 8	39.9	<table border="1"> <thead> <tr> <th>Year</th> <th>AHS (disadvantaged) Progress 8</th> <th>AHS (all others) Progress 8</th> <th>National (disadvantaged) Progress 8</th> <th>National (all others) Progress 8</th> <th>LA Disadvantaged Progress 8</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>+0.26</td> <td>+0.89</td> <td>-0.45</td> <td>0.13</td> <td>TBC</td> </tr> <tr> <td>2018</td> <td>+0.15</td> <td>0.74</td> <td>-0.40</td> <td>0.13</td> <td>TBC</td> </tr> <tr> <td>2017</td> <td>-0.06</td> <td>0.67</td> <td>-0.40</td> <td>0.11</td> <td>-0.49</td> </tr> <tr> <td>2016</td> <td>-0.20</td> <td>0.27</td> <td>-0.37</td> <td>0.10</td> <td>-0.44</td> </tr> </tbody> </table>	Year	AHS (disadvantaged) Progress 8	AHS (all others) Progress 8	National (disadvantaged) Progress 8	National (all others) Progress 8	LA Disadvantaged Progress 8	2019	+0.26	+0.89	-0.45	0.13	TBC	2018	+0.15	0.74	-0.40	0.13	TBC	2017	-0.06	0.67	-0.40	0.11	-0.49	2016	-0.20	0.27	-0.37	0.10	-0.44
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Percentage of Grade 5+ in English and maths	17																															

2019-2020 statement

The projected outcomes for disadvantaged students in 2019-2020, pre-lockdown were strong and suggested further improvement on previous years. Staff provided accurate centre assessed grades which fairly rewarded the excellent progress our Year 11 disadvantaged students made throughout their time here. This was reflected in the final outcomes for these students, with a P8 of 1.12 for disadvantaged students and an A8 score of 49.8.

Our School Context

Through the growth of the school and changes to local provision in 2012, the demographic of the school has developed considerably. In December 2020, the student numbers stood at 1765 compared to 812 in 2008. As of September 2020, 18.56% of the students are classified as Pupil Premium. This is a misleading figure as it suggests the school is below the national average. This masks the complexity of our disadvantaged demographic. When compared nationally, York has a comparatively full employment, but is a predominantly low-wage economy; many families are just above the FSM threshold, but without being well-off. The extremity of deprivation is highlighted further through a close analysis of the Index of Multiple Deprivation.¹

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	134	8%	2183
2	10% to 20%	3285 to 6568	37	2%	5499
3	20% to 30%	6569 to 9853	29	2%	9513
4	30% to 40%	9854 to 13137	344	21%	11355
5	40% to 50%	13138 to 16422	136	8%	14580
6	50% to 60%	16423 to 19706	14	1%	18630
7	60% to 70%	19707 to 22990	56	3%	21281
8	70% to 80%	22991 to 26275	227	14%	24779
9	80% to 90%	26276 to 29559	339	21%	28226
10	10% Least Deprived	29560 to 32844	302	19%	31666
	UNKNOWN		0	0%	
	TOTAL		1618	61.9%	20315

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	0	0%	
	6% to 10%	1643 to 3284	134	8%	2183
2	10% to 15%	3285 to 4927	8	0%	4025
	16% to 20%	4928 to 6568	29	2%	5906
3	20% to 25%	6569 to 8211	3	0%	7522
	26% to 30%	8212 to 9853	26	2%	9743

¹ The English Index of Multiple Deprivation (IMD) 2015 School Deprivation Summary IDACI analysis

The IMD Deprivation analysis highlights income deprivation and education, skills and training deprivation² as the top two barriers for the lowest decile and we have found this is reflected most prominently in the needs of our Disadvantaged Students. Due to the polarised nature of the school's demographic (extreme levels of deprivation contrasted with some children from extremely affluent families), we believe it is essential to minimise outward signs of economic and social disadvantage. By caring for the individual, all Disadvantaged Student Plans balance teaching and learning interventions whilst ensuring all practical barriers, where possible, are removed to ensure each child can work in an equal and inclusive environment. As such, the Disadvantaged Student Plan focuses on methods to raise aspirations and attitudes; prioritise the value of education and to financially support further multiple interventions where required.

Review of 2019-2020

At the start of the last academic year, we launched our 6 key foci for the year. This three-year vision aimed to ensure disadvantaged students were at the forefront of all staff's mind. At AHS, we firmly believe that raising the life chances of disadvantaged students is the responsibility of all staff. Therefore, our commitment to disadvantaged students was threaded throughout members of the senior leadership team's roles whilst ensuring an oversight was maintained by Mike Williams, Assistant Head (Pastoral Care/Disadvantaged Students). Our focus and progress pre-lock down is highlighted below:

Focus	Progress up to March 2020 (Start of lockdown)
<ul style="list-style-type: none"> Careers and transition points 	<ul style="list-style-type: none"> Evidence of regular tracking of career guidance for all disadvantaged students. Evidence of extended IAG for students at risk of NEET, this continued throughout lockdown. Students escorted to local career fairs and UCAS events. Students will have access to employers and employment experience in each key stage. Careers Week assemblies were planned and ready to be delivered before lockdown. 1:1 meetings held for all Year 11 and 12 students to ensure successful transition. Virtual Year 6 transition programme helped remove gaps, despite lockdown.
<ul style="list-style-type: none"> Character and cultural development 	<ul style="list-style-type: none"> Cultural trips to Hull, Bradford and Wakefield planned for all of Year 9. Cultural residential trip planned for Year 9-11 with disadvantaged students paid for. Poverty proofing audit carried out and actions carried forward to 2020-2021 plan. Successful introduction of "Character and culture" lessons in Year 9, to be resumed in Summer 2021. Introduction of new tracking system to monitor engagement with enrichment and extra-curricular, particularly for disadvantaged students.
<ul style="list-style-type: none"> Literacy and numeracy 	<ul style="list-style-type: none"> Paired reading across Years 7, 8 and 9 with trained Y10/12 mentors. 1:1 and small group reading and literacy intervention with Sue Rosser. Reading support evenings in the school library with specialist staff. Y11 Maths catch up in PM reg with HOD Numeracy correction with select KS3 students. TT Rockstar's/numeracy ninjas with DD in PM reg.
<ul style="list-style-type: none"> FSM Attendance and relationships with the hardest to reach 	<ul style="list-style-type: none"> Strong improvement of FSM and PP attendance pre-lockdown. Strong engagement with disadvantaged families evidenced throughout lockdown. Strong attendance from the "Return to school plan for disadvantaged students".
<ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> English and Maths intensive intervention prioritised Exam readiness programme ran all the way up to lockdown Department leads produced action plans and bespoke resources to support P6 for disadvantaged students.
<ul style="list-style-type: none"> Curriculum 	<ul style="list-style-type: none"> Use of Horsforth quadrant to identify necessary HOY/HOD interventions at each data drop. Additional opportunities and support for the most vulnerable students through enhanced nurture provision. Curriculum enrichment highlighted in each subject and tracked across key stages. Launch of AHS Journey within departments. Completion of sequencing and tracking, documenting the development of skills across key stages.

Once Lockdown commenced, we reviewed and paused our strategy and launched an emergency plan to support our disadvantaged students through a difficult period. Our 10 commitments to disadvantaged students, up until the full return to school in September, are summarised below:

10 Commitments to disadvantaged students both during and after lockdown

As a school community, we were, and continue to be, aware of the extensive impact and ongoing pressures lockdown and the developing COVID 19 situation has had on our disadvantaged students. Our aim, throughout this year, has been to ensure school is central in all students' lives and every child, despite the challenges of the present circumstances, have the capacity to "have life and have it to the full" (John 10:10).

1: Communication: From the start of lockdown we ensured we stayed in regular contact with all our disadvantaged students. All disadvantaged students received at least a weekly phone call from their Head of Year, pastoral support worker and form tutor. Further to this, Mr Daly wrote to families each day to maintain contact and provide specific school, local and national updates.

2: Devices and IT support: As a MAT, we rapidly collated resources from across our schools to ensure we could provide every student with an appropriate device to access the full curriculum provided on Google Classroom. This has continued post lockdown and we are now in the process of ensuring every single disadvantaged student in KS4 and KS5 has access to an electronic device and internet access.

3: A full and engaging online curriculum: We swiftly developed an accessible online curriculum which utilised Google Classrooms. As lockdown developed, these progressed into more ambitious interactive lessons, narrated presentations, lessons and interactive quizzes. Where students were still faced with considerable barriers to online learning we ensure students could access alternative resources and lessons. Google classroom has become a central part of our provision post-lockdown and we are working with individual disadvantaged families to engage with this.

4: Online communities: We ensured students continued to feel part of the school community through online HOY video messages, staff messages and active form groups on google classrooms to allow students to chat and interact despite being isolated from one another. In time, we were able to provide many of the important form time activities, such as quizzes, "The News" and "Thoughts for the Day" which bring the forms and year groups together when normally in school.

5: Unity fund: The unity fund provided a vital life line for families who had nowhere else to turn. A dedicated team worked to identify what individual families needed most. This ranged from food hampers, sanitary products, Sunday lunches and general financial support whenever needed. This continues to be accessed by several families post lockdown.

6: Food vouchers and external support: The school worked with individual families to ensure they were able to access all the external support and guidance available. Families were guided through the process of applying for food vouchers, applying for universal credit and helping families apply for Free School Meals and Universal Credit. The school also continued to provide a vital signposting service, recommending several mental health and wellbeing services for individual students and families as needed.

7: Personal Development and wellbeing opportunities: All students were provided with weekly AHS Journey challenges, signposting enriching and engaging activities which could take place at home. These were designed to offer alternative activities, personal reflection and development and positive well-being activities through a sustained period of isolation. As students have returned to school, we have introduced a new daily focus where students spend 15 minutes each morning exploring their personal wellbeing.

8: Bespoke Year 10 disadvantaged students' summer curriculum: Further to all Year 10 students returning for key subjects, we were able to provide an additional programme of taught lessons for Year 10 disadvantaged students, offering vital support in EBAC subjects and individual mentoring sessions.

² Archbishop Holgate's School School Deprivation Summary IDACI summary

9: Return to school meetings: Every disadvantaged student was given the opportunity for a return to school meeting before the summer. This was intended to ease the return to school, familiarise themselves with the changed environment of school and maintain relationships with key staff.

10: Key worker and vulnerable students: Throughout both term time and the holidays, we provided a safe and stimulating environment for students in school. We actively reached out to vulnerable students and families and offered them safe places within school to access google classrooms and daily recreational activities. This provided vital structure for students during lockdown.

Judging the Impact and effect

We have judged the impact of our disadvantaged work in 2020 through the following:

- Attendance records for the disadvantaged students return to school plan
- Engagement and relationships with school
- Student voice during and post lockdown 1
- Progression and destinations for Year 11 and 13 (and retention between Year 12 and 13)

Next Steps

We intend to make these our focus for the next two years. However, we have amended and developed these foci to reflect the current challenges posed by COVID 19 and the changing circumstances many of our students now find themselves in. Further details of the refined "2nd year" of the plan, commencing in September 2020, can be seen below.

Projected costs: Teaching and Learning

Measure	Actions
Teaching and Learning	<p>At Archbishop Holgate's School, we believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:</p> <ul style="list-style-type: none"> • 1:1 Maths and English tuition • Maths, English and Science Lead Practitioners • Period 6 and additional teaching • Small group teaching • WorkSkills • Small group teaching • Revision sessions and weekends • Departmental plans and strategies
Projected spending	£172,139

Projected costs: Staffing

Measure	Actions
Barriers to learning these priorities address	<p>The school employs 5 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities. Their main priorities include:</p> <ul style="list-style-type: none"> • Tracking and monitoring all Pupil Premium pupils, identifying those students who need support. • Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them support outside of school • Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support. <p>Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. They produce a range of bespoke revision resources to aid the revision of PP students. Two members of staff are leading on year long projects which aim to widen target groups of PP pupils to cultural activities and enhance engagement with extracurricular activities.</p> <p>Our Attendance Officer works in a full-time capacity to support pupils and parents in attending school. She monitors, tracks and provides intervention for pupils who are falling below the expected level of national attendance. The attendance officer will focus particularly on the attendance of Pupil Premium pupils. The attendance officer works alongside the Pastoral Support Worker to track, identify and support pupils whose attendance is holding back their achievement. This may include: parental support; pick-ups and personalised transport arrangements and support plans.</p>
Projected spending	£22,730

Projected Cost: Care and Inclusion

Measure	Actions
Barriers to learning these priorities address	<p>Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever-growing pastoral team will ensure all Disadvantaged Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:</p> <ul style="list-style-type: none"> • The enhancement of the Inclusion Centre • Cultural opportunities • Homework packs • Homework support clubs • School assistants • Breakfast club

- Cashless catering
- Inclusive trips
- Transition
- IAG and aspirations

Projected spending

£88,420

Potential Barrier: Career and transition points

Intent: All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen career and no students are NEET.

Long term impact: Ambitious careers

Lead: Mr Nick Avery (Assistant Head)

Implementation

Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.

Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.

Disadvantaged students and students at risk of being NEET will receive additional input from CYC and Connexions, with hour-long meetings to discuss their next steps and provide robust IAG.

Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor.

Students will have access to employers and employment experience in each key stage.

Students will be given access to Careers in the Curriculum in Careers week, both in lesson and in ACW.

Disadvantaged KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance.

Ensure all KS5 disadvantaged students have a career package in place, including 1:1 meetings and the Career Ready programme.

Measuring overall impact and effect

No students are NEET after Year 11 or Year 13 (Destination data)

Disadvantaged students have high aspirations and suitable action plans to achieve these (Career plans and data)

Increased numbers of disadvantaged students attend Higher Education institutions (Destination data)

Potential Barrier: Character and cultural development

Intent: All disadvantaged students are given the opportunities to experience a wide range of cultural opportunities and are provided with opportunities to reflect upon their personal development.

Long term impact: Cultural capacity

Lead: Mr Alex Arthur/Mr Mike Williams (Assistant Head)

Implementation

Ensure all disadvantaged students access cultural opportunities, focusing on experiences, trips and visits through cultural lead projects, reflecting John 10:10.

Year 9 students access the new Arts Awards lessons, including the summer Character and Culture programme to widen cultural exposure and develop interests and passions.

Integrate the "AHS Journey" into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.

Introduce "Them and Us" project and the "Standing Acts of Collective Worship" across the school to promote tolerance and inclusion for all students, targeting, in particular, the disengaged.

Disadvantaged students supported and monitored to engage with extra-curricular activities through the KS3 HOY programmes, tracked through HOY records.

All Year 12 students access weekly enrichment programme and Year 13 students are supported through the progression module.

Measuring overall impact and effect

Disadvantaged students can articulate their journey within school and understand their direction of travel.

Cultural gaps are closed leading to a wider cultural capital for all students.

Disadvantaged students develop passions and interests which they can pursue beyond school.

Potential Barrier: Poverty proofing the school day

Intent: Act upon recommendations provided by our external Poverty Proofing audit, ensuring all disadvantaged students are given equal opportunity and experiences within school and all gaps are closed.

Long term impact: Equality and opportunity

Lead: Mr Mike Williams (Assistant Head)

Implementation

Review and adapt offer of "big trips" to provide more opportunities for disadvantaged students to attend a residential trip throughout school.

Review rewards offered to ensure there is no financial element or requirement from families

Find alternatives to non-uniform days to raise awareness of charity

Further support students and families to up-take and use FSM whilst acting upon student voice to improve the current food provision

Develop a whole school daily well-being programme for all students.

Publicise support available for families suffering from financial difficulty. Including access to the in house unity fund.

Measuring overall impact and effect

Students feel the school is fully inclusive and they are a valued part of the community; no opportunity is out of their reach and they more fulfil their personal potential, despite their present circumstances.

Potential Barrier: Teaching, Learning and Intervention

Intent: By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.

Long term impact: Excellent teaching and learning

Lead: Miss Penny McDermott (Deputy Head)

Implementation

Prioritise English and Maths tuition for disadvantaged students (See catch up plan for further detail)

Provide enhanced "exam readiness" resources and events for disadvantaged students, with a particular focus on Year 11 and 13.

Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions.

Formalise interventions for disadvantaged students from Heads of Year and Heads of Department at data drops. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Heads of department create DSPs.

Ensure all disadvantaged students have access to an online device and monitor disadvantaged students' engagement with online learning and online homework.

Ensure high standards of work and personal expectations are maintained at all times, with a particular focus on transition periods (Yr6-7/9-10/11-12)

Measuring overall impact and effect

Students are not disadvantaged due to prior circumstances, including lockdown, and continue to access excellent teaching and learning.

Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.

Students requiring curriculum or pastoral intervention are quickly identified and supported early.

Potential Barrier: Reading, literacy and numeracy

Intent: All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens.

Long term impact: Fluency and communication

Lead: Mrs Emma Short (Assistant Head)

Implementation

All students have access to the AHS Reading Ready programme, ensuring reading is a priority for all students.

Targeted literacy intervention is provided through the MyLexia programme.

Catch up numeracy

All students complete the Accelerated Reader in Year 7 and 8 and all year groups complete the weekly DEAR time. Accelerated Reader has

Measuring overall impact and effect

Literate and numerate confidence increases life chances of all students whilst improving emotional and social wellbeing.

No barriers to success in all qualifications across the curriculum and beyond.

Students appreciate the value of reading for pleasure and personal fulfilment.

substantially evidence of improving reading age of disadvantaged students.

Our successful Paired Reading programme moves into it's third year and once COVID restrictions allow, the successful 1:1 programme between Sixth Formers and disadvantaged students will raise the reading profile.

Provide additional tutoring for Post 16 students who have not yet achieved their English or Maths GCSE.

Potential Barrier: Attendance, behaviour and family relations

Intent: All students feel school is completely inclusive and all barriers to inclusion, including attendance, attitudes towards school and family relationships are positive and effective

Long term impact: Strong, positive relationship between home and school

Lead: Mr Dan Furniss (Deputy Head)

Implementation

Attendance support officer works collegiately with pastoral team to identify potentially vulnerable students and those at risk of PA.

PSW identify and work with a targeted group of students in each year group to establish, restore or maintain a positive home-school relationship.

The pastoral team work to identify those most in need, including the working poor, who are struggling financially and provide support at home through the unity fund. We check FSM status ourselves every 2 weeks, TO ensure a more rapid response.

Google champions support disadvantaged families with home learning and building parent confidence to support children with independent learning.

Our Inclusion Centre provides a supportive environment and SEAL intervention for students who need this most.

All students are rewarded and recognised to maintain positive relationships and aspirations.

Measuring overall impact and effect

Attendance is no longer a barrier for disadvantaged students.

All disadvantaged students attend school and access excellent teaching, learning and extra-curricular enrichment.

Disadvantaged students and parents have a strong and productive relationship with school.

Potential Barrier: Curriculum (Including the catch up curriculum)

Curriculum

Intent: All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs.

Long term impact: Fluency and communication

Lead: Mr Green-Harding (Deputy Head)

Implementation

Curriculum design constructed to ensure that all students, regardless of background and ability, have fair access to an inspiring and balanced curriculum that results in strong outcomes and excellent progression routes at key stage 4 and 5. The curriculum offer should continue to be built around the local market information.

Each department has refined their curriculum, ensuring a detailed curriculum catch up plan is in place. (See catch up plan).

Move to Google Classrooms for homework in KS4 and KS5 to support completion and quality for disadvantaged students.

Curriculum planning ensure sequencing and progression of skills across each year and key stage. Subject knowledge and skill development are mapped and linked to ensure progression. Yr9 transition year is prioritised as an opportunity to offer further curriculum enrichment.

An increased teaching and learning focus on nurture teaching for the most vulnerable students within our school. This will ensure: that there are consistent high expectations across the school for these students, effective teaching and learning and the sharing of best practice. This will include a broader programme of options at Post 16 to enhance the existing WorkSkills programme.

Ensure disadvantaged students are involved in the Student Voice programme, including work trawl, lesson observations and student panels.

Measuring overall impact and effect

Curriculum allows for strong outcomes for all students, including disadvantaged students.

Strong Post 16 retention and course completion of disadvantaged students.

Increased evidence of cultural opportunities and enrichment opportunities within curriculum and lessons.