

Pupil premium strategy statement

School overview

Metric	Data
School name	Archbishop Holgate's School
Pupils in school	1803
Proportion of disadvantaged pupils	
£264,535	£264,535
Academic year or years covered by statement	2019/2023
Publish date	09/21
Review date	09/22
Statement authorised by	Andrew Daly (Head Teacher)
Pupil premium lead	Nick Avery (Assistant Head)
Governor lead	David Taylor

Disadvantaged pupil performance overview for last academic year

Progress 8	0.89
Ebacc entry	
Attainment 8	45.1
Percentage of Grade 5+ in English and maths	32.7

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	September 2022
Attainment 8	Achieve higher than national average for attainment for all pupils	September 2022
Percentage of Grade 5+ in English and maths	Achieve higher than average English and maths 5+ scores for similar schools	September 2022
Other	Disadvantaged attendance to above national average	September 2022
Ebacc entry	Better than national average EBacc outcomes	September 2022

Teaching priorities for current academic year

Measure	Activity
<p>Priority 1</p> <p>All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs.</p>	<p>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</p>
	<p>Each department has refined their curriculum, ensuring a detailed curriculum catch up plan is in place. (See catch up plan).</p>
	<p>Continue with Google Classrooms for homework in KS4 and KS5 to support completion and quality for disadvantaged students.</p>
	<p>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</p>
	<p>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.</p>
	<p>Ensure disadvantaged students are involved in the Student Voice programme, including work trawl, lesson observations and student panels.</p>
	<p>Department Leads to track student barriers to learning with Homework. They will Establish a focus group and feedback to the department with their findings.</p>
<p>Barriers to learning these priorities address</p>	<ol style="list-style-type: none"> 1. Low aspiration 2. Students see the relevance of the curriculum 3. Students make sustained progress toward their target grades.
<p>Projected spending</p>	

Targeted academic support for current academic year

Measure	Activity
<p>By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.</p>	<p>Prioritise English and Maths tuition for disadvantaged students (See catch up plan for further detail)</p>
	<p>Provide enhanced “exam readiness” resources and events for disadvantaged students, with a particular focus on Year 11 and 13.</p>

	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)
	Students are provided with Exams Skills Sessions prior to GCSE with a focus on Key Revision skills
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Potential widening of the gap following lockdown 2. 'Time Poor' or 'poorly Educated' backgrounds 3. Absence 4. Low aspiration among students in key academic year groups
Projected spending	

Wider strategies for current academic year

Measure	Activity
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.	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 substantially evidence of improving reading age of disadvantaged students.
	Our successful Paired Reading programme moves into its 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
All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in	increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.

their chosen career and no students are NEET.	
	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.
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.	Ensure all disadvantaged students access cultural opportunities, focusing on experiences, trips and visits through cultural lead projects, reflecting John 10:10.
	Year 9 students continue to access 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.
	A range of school trips will be provided for Years 7-11 that focus on boosting Culture Capital. This will be fully funded for disadvantaged students.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Greater Cultural Capital 2. Ensuring destinations 3. Closing gaps through improved literacy
Projected spending	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> ● Student absence prohibits their access to the curriculum ● Low aspiration of students leads to disengagement in the curriculum ● Students cannot access the curriculum through Google classroom, and struggle to engage in homework. ● Give disadvantaged students access to a wide curriculum, in order to increase their cultural capital and experience in a wide range of subject areas. 	<ul style="list-style-type: none"> ● PP funding toward attendance officer and intensive support worker to assist the students in their attendance at school. ● Curriculum is selected in line with the local job market, with relevant links between what is learnt in the curriculum and future opportunities. Disadvantaged students to take part in student voice, to ensure feedback is taken on the curriculum offered. ● Disadvantaged lead to ensure funding is available to provide a device for students in order to access homework., Focus groups led by department leads, will continue to implement strategies with their departments to increase homework completion. The detention policy of the school allows all missed homework to be completed, and homework clubs provides IT resources that students may need to complete homework. ● Curriculum offers students a wide range of subject areas, with a focus around creative subjects until the end of year 9 (including the Arts Award). As part of their curriculum, students

		<p>have fully funded trips throughout each key stage to ensure an increase in cultural capital.</p>
<p>Targeted support</p>	<ul style="list-style-type: none"> ● Ensure staff are consistent in their high expectations of their disadvantaged students ● Ensuring revision resources are provided in good time and have an impact on disadvantaged performance. ● Ensuring key interventions take place following data drops 	<ul style="list-style-type: none"> ● Regular learning walks by HOD and SLT with a focus on disadvantaged performance. Disadvantaged students are a priority as part of the lesson observations. Disadvantaged performance is a key part of the T and L department meetings (twice a half term.) ● Disadvantaged leads are monitored by SLT to ensure revision resources are delivered in good time and effectively implemented across their departments. Upon completion of mock exams, a review is taken by disadvantaged leads on the impact of the resources they have provided. ● Disadvantaged performance becomes a key agenda item at MTIYT and plans are made to support those students who are underperforming. Following key data drops, SLT responsible for disadvantaged will put together a detailed plan to target those students underperforming and put additional support in place.

	<ul style="list-style-type: none"> • Ensuring the right students are accessing the right interventions and additional support. 	<ul style="list-style-type: none"> • Students who are accessing additional funding for 1-1 support (as part of the recovery curriculum) will be selected carefully with input from SLT responsible for T and L, Curriculum and disadvantaged. This will be based on data and forecast performance by class teachers.
Wider strategies	<ul style="list-style-type: none"> • Students disengage in their literacy programmes • Students are not tracked and become risk of NEET • Students become disengaged as they do not have the required information regarding their 'next steps' 	<ul style="list-style-type: none"> • Literacy is at the heart of the curriculum, with reading taking place at the first 5 minutes of every lesson. Students will access literacy intervention as part of their English lessons, and will use curriculum time to take part in their 'paired reading' with older students. • Students tracked throughout the year by the careers department, offering intervention to those who look like becoming NEET. Students are prioritised for 1-1 careers meetings throughout the year. • Students are given access to their 'next steps' by attending careers fairs in KS4, having speakers in assembly's to talk about a wide range of options after KS4/5 and given funded access to transportation to

	<ul style="list-style-type: none"> Students do not access the cultural capital trips 	<p>open days across the city to ensure participation.</p> <ul style="list-style-type: none"> Cultural capital trips are fully funded through disadvantaged funding in order to give all students opportunities to access these trips.
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Review: last year's aims and outcomes

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 September 2021
<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

	<ul style="list-style-type: none"> 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.

During Spring Term 1, school closed due to an increase in COVID 19 cases nationally. At this point the plan was adapted to focus on helping disadvantaged students adapted to online lessons and independent learning. Upon the students return to school in March, the focus then became on closing any academic gaps that had potentially widened due to the time spent away from school. Summarised below were the key areas of focus during this time:

10 Commitments to disadvantaged students both during and after lockdown January 2021 – September 2021

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 time, 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 online 'live lessons' for years 9 and above. 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 through attendance trackers and daily phone calls from HOY and PSWs.

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. Students were also given access to weekly ACW recorded buy their HOY, and a extra curricular timetable was developed through 'online clubs'.

8: Disadvantaged students' tutoring: Disadvantaged students who showed evidence regression or significant knowledge gaps in comparison to their peers, were offered tutoring in English and Maths through government funding toward recovery following lockdown.

9: Return to school meetings: Every disadvantaged student was given the opportunity for a return to school meeting before Summer Term 1. 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.