

Pupil premium strategy statement for Ark St Alban's Academy for 2022-2023

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

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

School overview

Detail	Data
School name	Ark St Alban's Academy
Number of pupils in school (as of September 2021, of PP eligible stage, i.e. R-11)	905
Proportion (%) of pupil premium eligible pupils (of eligible age groups, i.e. R-11)	75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Guy Rimmer
Pupil premium lead	Georgina Farrington
Governor / Trustee lead	Jo Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	528, 945
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	528, 945

Part A: Pupil premium strategy plan

Statement of intent

At Ark St Alban's Academy we have high expectations for all of our pupils.

We believe that a combination of excellent teaching, an ambitious curriculum and exceptional pastoral care will lead to all pupils, regardless of their background, fulfilling their potential.

Our Cohort

The vast majority of our pupils are drawn from households and localities experiencing significant social and economic disadvantage.

However, we are cautious about the inferences that we make around who our disadvantaged children are:

- We recognise that not all of our families experiencing hardship will be immediately or currently eligible for free-school meals (FSM) or the Pupil Premium (PP) and therefore risk being 'unseen'
- In addition, we understand that there are children who are eligible for FSM/PP and are not necessarily low-attaining, but may also not be fulfilling their full potential, and therefore we are careful not to conflate PP eligibility with low attainment
- Finally, we also recognise that the needs of our pupils are complex, with the impact of adverse childhood experiences and/or the existence special educational needs sometimes overlapping with the socio-economic disadvantage

As a result, we seek to support all children to thrive and to achieve in all aspects of school life.

Our Approach

Strategies and interventions are adopted on a whole-school basis and are not restricted to PP eligible pupils only. Where necessary, this results in funding for such initiatives being supplemented by the main academy budget.

Our approach is defined by attempts to make our school ever-more nurturing and inclusive and to close achievement and participation gaps between our disadvantaged pupils and their peers.

At Ark St Alban's Academy, we will:

- Make decisions about the spending of Pupil Premium funding based on educational research and best practice
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Make sure that staff are aware of the potential barriers to learning for FSM and LAC pupils
- Measure the success of the Pupil Premium Grant investment against the extent to which achievement and participation gaps are closed between disadvantaged pupils and their peers in our school

Our Priorities

The challenges outlined below overlap in the ways in which they impact our disadvantaged pupils.

Therefore, the activities intended to address them also overlap and wherever possible, they seek to address more than one barrier to achievement or participation at a time so that our disadvantaged pupils can rapidly make progress towards thriving and achieving on a level with their peers.

Whilst each year we evaluate and adapt our expenditure and approaches, our strategy is largely underpinned by a long-term commitment to the following principles:

- Rapidly addressing the low levels of literacy and numeracy many pupils have when joining the school (either as a result of achievement gaps having previously widened over time, English being an additional language or cognition and learning needs)
- Raising attainment and increasing teacher effectiveness, specifically around mastery learning, feedback and metacognition
- Improving pupils' social communications skills; their sense of self and safety and their self-esteem
- And, to maximise the impact of all of the above, building ever closer and more productive relationships with the families of our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Number	Challenge	Detail of challenge
1	Low prior attainment and the need to 'catch-up' post-pandemic	Our Y7 cohorts typically end primary school around 10% below the expected standard in English & maths
2	Speech, Language and Communication challenges	Around 1/3 of SEN/D register have SLCN, in addition to those with EAL and those presenting as withdrawn
3	Significant EAL needs exacerbated by the pandemic	Over 75% of our pupils are from families who report speaking a language other than English at home
4	Unidentified SEND needs and limited local provision	Limited access to professionals during the pandemic and LA weaknesses have led to schools filling gaps
5	Securing high-levels of attendance post-pandemic	Pre-Covid, trending gap of 0.2% between PP/Non-PP absence which has widened to around 1%
6	Addressing pupil mental health needs post-pandemic	A significant increase in safeguarding concerns logged regarding mental health requires investment
7	Access to enrichment and personal development activities	PP pupils are the least likely to sustain participation in academic and non-academic enrichment activities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes for pupils at the of Key Stage 4	There is equity between PP/Non-PP pupils in accessing a rigorous and academic KS4 curriculum and over 80% are able to pursue Level 3 qualifications in 'Good' or 'Outstanding' providers post-16
Increase in Reading Ages (using standardised assessments)	100% 'Keep-Up' cohort continue to read at chronological age and 100% 'Catch-Up' cohort (those reading below their chronological age) make 16 months progress until they have caught-up and become part of the 'Keep-Up' cohort
Enhanced teacher effectiveness (measured using the network-wide Great Teacher Rubric)	Achieving and maintaining a continuing increase in the proficiency of teachers and teaching assistants in the teaching of reading, alongside wider increases in the number of teachers being proficient in the majority of strands in the rubric
Improved rates of Pupil Progress in Key Stage 3	Using network-wide assessments, demonstrate that the attainment gap between PP/Non-PP pupils has closed by the end of Year 9
Improved Behaviour	Exclusion rates continue to decrease and PP pupils are not excluded more often than their peers. Pupils continue to report feeling safe at school. Low-level disruption does not take place in lessons.
Excellent Attendance	Rates of attendance continue to trend significantly above the national average and the internal gap between the attendance of PP pupils and their peers returns to being within 0.25%
Increased participation and achievement in enrichment	Removing the participation and achievement gap in extra-curricular activities and enrichment (including trips) between PP pupils and their peers

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £429, 762

Activity	Evidence to support this approach	Challenge addressed (#)
<p>Improving teacher quality to improve quality of feedback, metacognition, reading comprehension, mastery learning:</p> <ul style="list-style-type: none"> - Expanding the capacity of skilled staff with the responsibility for coaching and improving teacher effectiveness across the school (inc Lead Practitioners) - Increasing capacity for teachers to co-plan an effective curriculum and have their teaching developed 	<p>The EEF toolkit lays out a strong evidence base to support investment of Pupil Premium funding in developing higher quality teaching.</p>	<p>1, 3, 4</p>
<p>Reducing class sizes in order to increase the impact of teaching and learning and to build increasingly effective and nurturing teacher-pupil (and parent) relationships:</p> <ul style="list-style-type: none"> - Smaller class sizes will increase the precision of high efficacy approaches, including feedback, structured questioning and targeted reading strategies - In addition, smaller class sizes will also support the building of more personalised relationships between teachers and parents and facilitate the more precise monitoring of homework. - Increasing effective teacher-pupil (and parent relationships) will also support the identification of SEN/D, the maintaining and/or improving of attendance and signposting/support for participation in enrichment 	<p>Feedback and oral language interventions (including structured questioning and targeted reading strategies) are included in the EEF toolkit as examples of the most impactful approaches to improving pupil progress.</p>	<p>All</p>
<p>Using complete curriculum programmes (CCP) in KS3 which are designed and quality assured by reputable, external organisations in order to increase the precision and effectiveness of teaching and learning:</p> <ul style="list-style-type: none"> - Programmes such as Maths Mastery allow teacher planning & preparation to be increasingly focussed on responding to specific pupil gaps (identified through assessment) scripting the modelling of key concepts (and relevant metacognitive strategies) and improving precise subject knowledge - Similar programmes, including CMC maths bring similar levels of rigour to the teaching of alternative curriculums for pupils with significantly lower prior attainment 	<p>In addition to the impact of feedback and metacognition, preliminary research into Direct Instruction programmes like CMC maths suggests a potential increase in the confidence of pupils in their understanding and ability. Ark's CCPs also include elements of mastery learning.</p>	<p>1, 4</p>

Targeted academic support

Budgeted cost: £80, 165

Activity	Evidence to support this approach	Challenge addressed (#)
Timetabled intervention focused on reading comprehension and phonics	There is strong evidence to support the investment in small group , high quality interventions focused on phonics and reading comprehension .	1, 3
External exam preparation lessons from curriculum experts delivered outside the school term	This established practice has contributed to the school consistently achieving pupil progress scores which are well-above the national average at the end of KS4. Revision lessons are targeted to smaller groups .	1
Adaptive online platforms such as Lexia and Sparx Maths	Many EEF studies into the use of adaptive platforms are still in their preliminary stages, however Lexia has been identified as a promising programme and our internal data from the first two terms of sustained use of adaptive platforms in maths shows an apparent correlation with positive pupil progress.	1, 3
Speech and language therapist working directly with teachers, parents and pupils	<p>The work of our speech and language therapist guides our approach to oral language interventions but it is also crucial in the early identification of SEN/D and in establishing interventions designed to improve pupils' social communication skills</p> <p>Our SaLT guides all aspects of our work to implement the recommendations of the EEF SEND in Mainstream Schools Guidance Report</p>	1, 2, 3, 4

Wider strategies

Budgeted cost: £43, 407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place to Be and Change Brief Counselling provide a range of therapeutic services and support for pupils, parents and staff	Addresses mental health partly through social and emotional learning and is integrated with parents , and practice is supported by evidence.	6
Sports Leadership Awards and other accredited enrichment activities such as additional science qualifications, alongside a wide-ranging programme of extra-curricular clubs	The importance of extra-curricular activities, and soft skills has been identified by the Social Mobility Commission The EEF also has limited, yet positive reports on the impact of extending school time	6, 7
Building, promoting and facilitating a passion for reading through access to Accelerated Reader and MyOn	While the evidence and discourse regarding the impact of Accelerated Reader on pupil progress is mixed, it does facilitate pupils have access to reading materials and monitors their engagement. The DFE has reported on the evidence that reading for pleasure leads to increased attainment for pupils reading at their chronological age (our 'Keep-up Cohort')	1, 7
Increasing the capacity of the pastoral team through the creation of additional support staff roles relating to attendance, safeguarding and pastoral care	This increase in capacity directly contributes to work to improve parent engagement and in implementing DFE guidance on improving pupil attendance	5, 6

Total budgeted cost: £ 553,298

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2021-22

Below, the impact of our actions towards the seven intended targets will be evaluated:

Improved outcomes for pupils at the of Key Stage 4

The outcomes achieved in the summer of 2022 represented an improvement in performance using the progress 8 measure. Progress was +0.78, well above the national average, and the average grade was 5.3. The variation between Pupil Premium and non Pupil Premium pupils was -0.05. 72% of Pupil Premium pupils achieve a 4 grade or above in English and Maths, which means they will have a range of opportunities open to them for Key Stage 5 courses (compared to 78% of non-Pupil Premium pupils). This success was in part due to intervention classes led by teachers during school holidays, where subject specialists were able to identify gaps and correct misconceptions in advanced of final examinations.

Increase in Reading Ages (using standardised assessments)

Due to additional focus on reading both in specialised interventions and across the curriculum, on average pupils made 24 months progress, more than the expected 12 months. Despite this progress, approximately 200 pupils (from last years year 7-10) are reading below their chronological reading age, with approximately 100 pupils reading 3 or more years behind. Therefore, the investment in adaptive online platforms like Lexia, alongside specialised reading and comprehension intervention groups are supporting an improvement in reading ages, the ambition of catch up cohort achieving 16 months and keep up making 12 months progress has not been achieved.

Enhanced teacher effectiveness (measured using the network-wide Great Teacher Rubric)

Investing in complete curriculum programmes has supported enhanced teacher effectiveness in some areas, judgements on teachers 'meeting the needs of all pupils' has improved from an average judgement on the borderline of attempting/foundation to comfortably within the foundational category. This is in part due to teachers invested time in differentiated resources and planning for specific misconceptions.

Improved rates of Pupil Progress in Key Stage 3

Pupil progress accelerated most quickly in year , by the end of the year the average pupil had made 0.74 grades progress across key stage 3, compared to their starting point. This progress was supported by smaller class sizes and additional reading interventions which has allowed pupils to access the full curriculum. The year 9 of 2021/22 however have made no additional progress (beyond expected progress) between years 7 and 9. Pupils, on average, made 0 grades of progress in English and -0.4 in Maths, indicating that they have made negative progress across the key stage. On average, this suggests that the KS3 cohorts of 2021/22 made slower progress than their peers the preceding year.

Improved Behaviour

In a staff survey at the end of the year 76% of teachers reported indicated that behaviour is consistently good, indicating that whilst behaviour is improving, this is not yet experienced by all teachers. Trainees and ECTs go through a bespoke training programme focused on Signature Strategies to improve climate, facilitated by Lead Practitioners, which fast tracks their progress in managing behaviour both in classrooms and across school. Pupils have also benefitted from the investment in Place2Be which has supported work with pupils who have Social, Emotional and Mental Health needs. 83% of pupils who used Place 2 Talk (drop-in service) were PP eligible pupils, as were 77% of those accessing long-term counselling and 100% of those accessing Place 2 Learn (a transition project for Year 7 pupils).

This support and other counselling services are an integral part of the restorative work that the pastoral team (such as Assistant Heads of Year) carry out to proactively manage behaviour in their year group.

Excellent Attendance

Despite the challenges posed by the Covid pandemic, attendance remained excellent across the 2021-22 school year, and well above the national and local average for Pupil Premium pupils and the wider school population. Pastoral teams have engaged with parents and evidence of the impact of this can be seen through improvements in attendance after School Action Review Meetings (SARMs). Pupil premium attendance over the last academic year was higher than for non-Pupil premium at 94% pupil premium to 92%.

Increased participation and achievement in enrichment

The school enrichment has improved significantly due to the actions taken that have resulted in more opportunities for pupils and more capacity for staff to lead on these activities. 35 pupils participated in Sports and Dance leader qualifications which both taught them leadership skills and enabled them to participate in work experience running events for primary school pupils. The Girls Network is an enrichment programme which a selected number of year 10 girls participated in, which focused on employability and workplace mentors. Additionally, a wide range of after school activities have taken place such as girls and boys football, table tennis and Korean club. There is greater participation in enrichment activities from KS3 compared to KS4. Last year's year 11 who took additional science after school achieved excellent grades in these subjects, due to the investment in reducing teacher core hours so that additional opportunities like these were available.

Externally provided programmes

Programme	Provider
Place to Be	https://www.place2be.org.uk/
Change Brief Therapy	https://changebrieftherapy.org/
Read Write Inc	https://www.ruthmiskin.com/en/programmes/phonics/
The Girls Network	https://www.thegirlsnetwork.org.uk/
The Brilliant Club	https://thebrilliantclub.org/about/

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