

# Ark All Saints Academy

## Pupil Premium Report



### 1 BACKGROUND

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The Pupil Premium is a government initiative to provide extra money to schools for scholars from deprived backgrounds who have claimed free school meals in the last six years.

It has been shown that scholars from deprived backgrounds underachieve compared to their peers, this is known as the ‘attainment gap’. The government provides this grant so that we may commission and allocate additional support to ensure that they don’t. Our Pupil Premium allocation is therefore aimed at supporting these scholars and allowing them to reach their full potential.

At Ark All Saints Academy scholars often face particular barriers to educational achievement:

- Deprivation, scholars come from some of the most deprived areas in England (IDACI) with many being known to Social Care (26%) and/or the Police.
- Reading ages, often a large proportion of scholars in each year group will be reading at a standard below their chronological age.
- Low prior attainment, in our earlier cohorts a large proportion of scholars arrived with Low Prior Attainment from Primary school.
- Language acquisition, 39% of the school population does not speak English as their first language.
- Historical poor attendance, we are proud that year on year our overall attendance has never fallen below 96%. We know that this is a remarkable achievement compared to the attendance of a number of scholars at primary school.

The Academy will receive a fixed amount for every scholar who is eligible for Free School Meals (FSM) or has been in the last six years. Schools are not instructed on how to use the money, it is not ring-fenced. Schools are free to spend the Pupil Premium as they see fit to support disadvantaged scholars.

### 2 REPORTING AND RESULTS

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The Local Governing Body (LGB) will receive a report on Pupil Premium progress at their termly Governor Meetings; this will be prepared by the Vice Principal and attached to the main Principal’s Report.

An annual statement will also be prepared to be presented to the Governing Body and published on the Academy’s website. This will detail how much Premium was received in the academic year, how the Premium was spent, and the impact that this expenditure has had on the attainment and progress of our Pupil Premium scholars and therefore how this has helped Ark All Saints Academy to close the gap, in particular in Maths and English.

### 3 PUPIL PREMIUM AT ARK ALL SAINTS ACADEMY

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Ark All Saints Academy is clear that this money will not just be absorbed into the overall budget, and will be spent on strategies and initiatives aimed at ‘closing the attainment gap’.

In 2015-2016 Ark All Saints Academy received £203,863 through the Pupil Premium scheme. There were 213 scholars for whom we received Pupil Premium, out of a total roll of 352 scholars. This represents 61% of our scholars, with the national average being 29%.

With a Pupil Premium figure as high as 61%, it is almost impossible to target Pupil Premium pupils separately. We recognise that not every scholar for whom we receive Pupil Premium will be socially disadvantaged, and that not every scholar who is socially disadvantaged will attract Pupil Premium. However we monitor Pupil Premium scholar progress separately, so that we may assess that the funding is being used appropriately and ensure it is having the required impact.

## 4 EXPENDITURE REPORT

	2015 - 16 spend	2016 - 17 forecast
Curriculum & Staffing	£222,820	£ 300,299
Additional Resources & Activities	£ 119,282	£ 170,168
Mentoring & Support	£ 82,599	£ 94,488
<b>Total</b>	<b>£ 424,702</b>	<b>£ 564,955</b>

Item	PP %age	PP Cost	2015 - 16 Impact	Change for 2016 - 17	2016-17 Forecast
<p><b>Reduced class sizes</b> Each year is taught in five groupings instead of four. Reduced class sizes allow for increased contact time for pupils and greater differentiation.</p>	73%	£ 131,400	<p>Pupil premium scholars are making nationally expected rates of progress or better in all core subjects. Pupil premium scholars match attainment of non-pupil premium scholars in English and Science.</p>	Continue to maintain five form groupings with additional year group.	£ 175,200
<p><b>Targeted literacy schemes</b> Targeted literacy scheme delivered by teachers during timetable. Four levels of pathway in SRA and two pathways in EW to close the gap amongst lowest attaining scholars.</p>	60%	£ 65,700	<p>18 out of 49 scholars progressed so significantly that they caught up to their chronological reading age. Reading ages of scholars receiving literacy intervention grew on average 66% faster than those not on the scheme. Pupil Premium scholars made an average of 7 points of progress on their reading age. In Year 9 70% of scholars now have a standardised score in line with their chronological age.</p>	<p>Teacher has specific responsibility for coordinating delivery of SRA literacy scheme. Increased number of Expressive Writing lessons delivered each week.</p>	£ 87,600
<p><b>Academic intervention</b> Scholars not making nationally expected progress receive targeted intervention at the end of the academy day in English, Maths, and Science</p>	62%	£ 11,969	<p>Pupil premium scholars are making nationally expected rates of progress or better in all core subjects.</p>	Interventions now delivered in a wider array of subjects.	£ 15,959

<p><b>Pupil Premium coordinator</b> Specific staff member allocated to monitor progress of Pupil Premium scholars, and to work with subject leads to support them close the gap.</p>	N/A	N/A	Introduce in 2016 - 17.	Subject leads are able to more specifically target progress for Pupil Premium scholars to enable them to close the gap. Monitors overall effectiveness of PP interventions.	£ 7,667
<p><b>Staff support related to attendance and welfare</b> Support staff to follow up lateness and support scholars being in school on time. EWO support from Southwark Council as necessary.</p>	71%	£ 8,629	Punctuality and attendance of Pupil Premium scholars improved year on year. Whole school attendance 2015-16 was 96.4%, PP scholars was 95.8% and non-PP scholars 97.4%. Whole school punctuality was 98.4%, PP scholars was 98.1% and non-PP scholars 98.8%.	Deputy Pastoral Director is at reception each day to greet late scholars and follows up reasons behind lateness.	£ 8,700
<p><b>Omega room</b> Internal exclusion room to support scholars reintegrate with the school community. Behaviour Coordinators support Omega Manager to resolve issues scholars might be having and help return them to the classroom.</p>	66%	£ 34,763	Dramatic fall in time scholars spent in off-site provision. Supported transition back to the classroom without the need for off-site interventions.	Hired additional Behaviour Coordinator hired who is trained as a counsellor.	£ 41,391
<p><b>Professional support for scholars at risk of exclusion.</b> Entrust provides four days of counselling per week for scholars in need of support. The Anna Freud Centre provides family therapy for one day per week.</p>	78%	£ 18,525	Dramatic fall in time scholars spent in off-site provision. Able to provide for scholars' needs on-site to support them overcome wider issues that may have become barriers to learning.	Continue with existing contracts.	£ 15,990
<p><b>Off-site provision</b> Specialist off-site provision for scholars in need of respite.</p>	93%	£ 23,203	Supported reintegration within the school community and enabled continued learning.	Continue to use provision as required.	£ 30,937
<p><b>Southwark Mediation</b> Mediators trained in 2014 - 15 continued to support scholars to resolve disputes without an adult in the room.</p>	62%	£ 6,108	Scholars empowered to resolve disputes amongst themselves. Greater confidence to be within the school community.	Training Y9 scholars as mediators to work alongside existing mediators in Y10.	£ 6,169

<p><b>All Saints After Hours</b> School open with activities till 5pm every day. Range of enrichment activities, sports activities, and interventions delivered by academy staff.</p>	62%	£ 47,147	Provides a safe place for scholars to be after hours before their parents are home from work. 98% of scholars say that they feel safe in school.	Increase after school capacity to provide for additional year group.	£ 63,492
<p><b>Holiday opening</b> A variety of extra-curricular and social activities offered to scholars for five weeks of the summer holidays.</p>	62%	£ 6,365	Scholars have a safe place to be throughout the year. Scholars are able to build a more collaborative relationship with staff throughout the summer.	Summer programme to be expanded to open the academy over all holidays.	£ 15,656
<p><b>Uniform sold in house</b> Uniform sold directly to parents at near cost price through the school shop.</p>	62%	£ 4,158	Parents have a cheaper and easier process for buying uniform. More straightforward for parents to provide scholars with the correct uniform, so standards of uniform continue to stay high.	Continue with existing arrangement.	£ 4,200
<p><b>Swimming lessons</b> Timetabled swimming lessons for all Year 7 scholars.</p>	62%	£ 4,231	Ensure equal access to extra-curricular activities across the academy. Teaches a life skill that scholars otherwise may miss out on.	Continue with existing arrangement.	£ 4,273
<p><b>Residential trips</b> Heavily discounted residential trips for Y7, Y8, and Y9 to outdoor education centres.</p>	60%	£ 24,389	Ensure equal access to extra-curricular activities across the academy. Scholars bring back a sense of participation and achievement.	Continue to subsidise trips.	£ 25,310
<p><b>University trips</b> Trips to Goldsmiths University, Kings College London, and Cambridge University.</p>	62%	£ 1,212	Ensure equal access to extra-curricular activities. Broadens scholar awareness of university and raises long-term aspirations. Academic work in school becomes more relevant to their longer term goals.	Continue to offer a number of trips throughout the year.	£ 1,616
<p><b>General Trips</b> Number of trips including: theatre trips, debating, Camberwell library, museums and galleries, Science challenge, and Downing Street.</p>	62%	£ 11,331	All scholars have equal access to extra-curricular activities across the academy. Scholars are able to enrich their learning through off-site opportunities.	Continue to offer a variety of trips throughout the year.	£ 15,108

<p><b>Free peripatetic music tuition</b> Two peripatetic teachers plus Head of Music delivered a total of 3 days per week of instrumental tuition.</p>	82%	£ 17,393	<p>Ensures equal access to extra-curricular activities across the academy. Pupil premium scholars who have peripatetic lessons progress significantly faster in Music than rest of cohort: 77% make expected progress or better.</p>	<p>Increased number of teachers and greater number of sessions available to scholars.</p>	£ 26,476
<p><b>Prizes for attendance, achievement, and behaviour</b> Prizes awarded through the year to reward different aspects of success across the academy.</p>	50%	£ 2,198	<p>Heightens the sense of achievement amongst scholars. Shorter term rewards for success builds longer term motivation to achieve.</p>	<p>Grow number of prizes available to match growth in pupil numbers.</p>	£ 2,931
<p><b>Rewards evening</b> Evening celebration with parents where awards are given for academic achievement.</p>	55%	£ 273	<p>Raises aspiration for scholars to achieve academically. Increases parental engagement with scholars' learning.</p>	<p>Continue to build on the success of the rewards evening, expand to accommodate additional year group and add additional prizes.</p>	£ 410
<p><b>Laptop loan scheme</b> Some laptops available to loan to scholars who can demonstrate need.</p>	100%	£ 584	<p>Ensure scholars have equal access to technology, and are able to access online learning materials at home to continue their learning outside of the academy. Currently 7 laptops issued, all to Pupil Premium scholars.</p>	<p>Continue to issue laptops to scholars as required. Only ongoing cost is staff time to administer loans.</p>	£ 590
<p><b>Year 6 summer school</b> Week-long August summer school to support the transition from Y6 to Y7. Range of sessions delivered to introduce scholars to secondary school life and increase their familiarity with their new surroundings.</p>	64%	£ 5,123	<p>Scholars supported to make the transition into Y7. Ensures increased engagement at start of term. Emphasises sense of family so that all scholars feel welcomed and at ease in new environment.</p>	<p>Continue with scheme despite withdrawal of funding.</p>	£ 5,174
<p><b>Free breakfasts for all scholars</b> All scholars now entitled to a free breakfast at the start of the academy day.</p>	N/A	N/A	<p>Introduce in 2016 - 17</p>	<p>Over 2,000 breakfasts served in autumn term. For scholars who attended at least twice a week, autumn term attendance improved by 1.6% and punctuality by 0.9%. Trend of increased attendance and punctuality expected to continue throughout year.</p>	£ 6,385

**Professions sports coaches**

Professional coaches from Fulham Football club to deliver training to Y10 girls football team. Other coaches to be decided.

N/A

N/A Introduce in 2016 - 17

Increase access amongst scholars to higher level sports coaching. Give them the confidence to compete at a higher level.

£ 3,720

## 5 IMPACT AND ANALYSIS

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All progress and attainment data is based on the Ark Assessment + model. Further details can be found in Appendix A.

### Profile on entry

2015-16

	Year 7	Year 8	Year 9
<b>PP Scholars (Count)</b>	76	65	68
<b>Attainment on entry (APS)</b>	3.8	3.4	3.4
<b>Non-PP Scholars (Count)</b>	43	52	45
<b>Attainment on entry (APS)</b>	3.7	3.7	3.1

In Year 7 and 9 the attainment on entry of Pupil Premium scholars is greater than those who do not receive the Pupil Premium. This is due to a portion of scholars in the academy from non-EU countries and therefore ineligible for the Pupil Premium. This gives Ark All Saints an unusual profile having scholars not receiving Pupil Premium needing to close the gap to scholars who do receive the Pupil Premium.

### Average Progress of PP vs. non-PP scholars in Academic Year 2015-16

- National expected progress is to maintain the KS2 base grade
- Targeted progress across KS3 & KS4 is to increase by 1 the base grade

### *Year 7*

	Pupil Premium			Non-Pupil Premium		
	% Not Making Expected Progress	% Making Expected Progress	% Making Better than Expected Progress	% Not Making Expected Progress	% Making Expected Progress	% Making Better than Expected Progress
<b>English</b>	36	26	38	31	31	39
<b>Maths</b>	17	35	48	20	31	49
<b>Science</b>	16	43	41	24	31	45

### *Year 8*

	Pupil Premium			Non-Pupil Premium		
	% Not Making Expected Progress	% Making Expected Progress	% Making Better than Expected Progress	% Not Making Expected Progress	% Making Expected Progress	% Making Better than Expected Progress
<b>English</b>	22	24	53	20	34	46
<b>Maths</b>	24	27	49	23	28	49
<b>Science</b>	4	16	80	11	26	63



*Year 9*

	Pupil Premium			Non-Pupil Premium		
	% Not Making Expected Progress	% Making Expected Progress	% Making Better than Expected Progress	% Not Making Expected Progress	% Making Expected Progress	% Making Better than Expected Progress
<b>English</b>	14	21	65	11	25	64
<b>Maths</b>	14	28	58	19	30	51
<b>Science</b>	16	26	58	21	21	58

Average Attainment of PP vs. non-PP scholars in Academic Year 2015-16

*Year 7*

	All Scholars	PP Scholars	Non-PP Scholars
<b>English</b>	4.1	4.1	4.0
<b>Maths</b>	4.4	4.2	4.7
<b>Science</b>	4.4	4.3	4.5

*Year 8*

	All Scholars	PP Scholars	Non-PP Scholars
<b>English</b>	4.0	3.8	4.3
<b>Maths</b>	4.3	3.9	4.8
<b>Science</b>	4.9	4.8	5.2

*Year 9*

	All Scholars	PP Scholars	Non-PP Scholars
<b>English</b>	4.2	4.2	4.2
<b>Maths</b>	4.3	4.1	4.6
<b>Science</b>	4.2	4.1	4.2

Conclusions

Attainment of PP scholars and non-PP scholars in English is matched. In Maths non-PP scholars have better attainment. In Science the attainment is not significantly different.

Progress made by non-PP scholars is slightly stronger than that made by PP scholars. This is due to the large proportion of EAL scholars who do not receive the PP. These scholars are making rapid progress.

In all core subjects the majority PP scholars are making nationally expected rates of progress or better.

# APPENDIX A

## 1 ARK ASSESSMENT +

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Support and the use of National Curriculum levels at Key Stage 3 has been removed. The new National Curriculum for England at Key Stage 3 does not include any level or grading guidance.

From September 2016 end of Key Stage 2 SATs will not be graded using National Curriculum levels.

Since their introduction the use of NC levels has been adapted and changed by all education professionals. The link between KS3 levels and GCSE grades has become variable and different to compare.

Ark Schools have used national progress and attainment data to develop a new assessment and progress model to replace levels.

## 2 ASSESSMENT MODEL

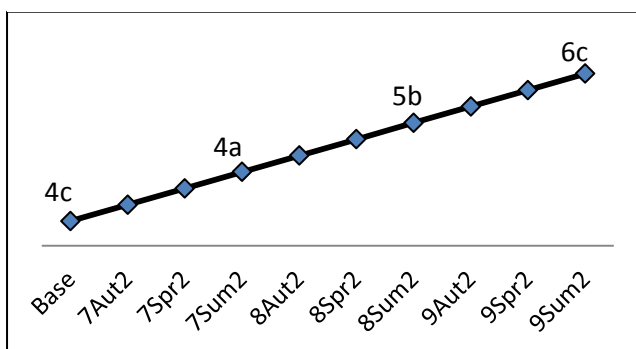
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Ark Assessment+ use an age related progress model.

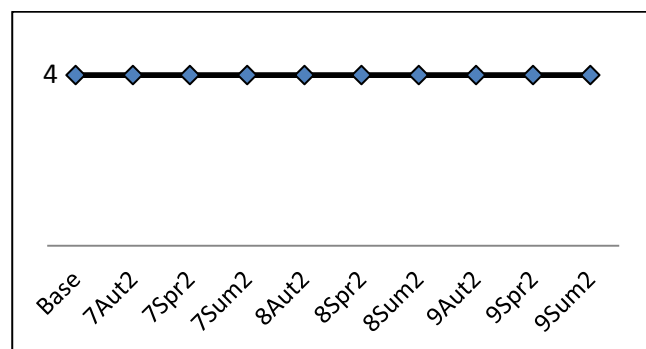
The main features of this are:

- Scholars are awarded a new GCSE grade at every interim assessment (approx. every 12 weeks)
- The GCSE grade awarded is within the 9-1 new GCSE grading system
- The curriculum for each year group in each subject progressively becomes more demanding. This builds the knowledge, skills and understanding needed for Key Stage 4
- For a scholar to be making *expected progress* they will keep attaining their base grade
- For a scholar to move up a grade they will be demonstrating *better than expected* progress

Old NC level progress model



New AA+ progress model



**Key Stage 4 performance measures are calculated using the Keys Stage 2 SAT performance of each scholar.**

Where available the baseline of every scholar is calculated using their Key Stage 2 SAT results, where the KS2 data is not available a judgement is reached using baseline tests, old SAT papers and reading age data.

The baseline for English and Maths is calculated using the respective SAT scores for each subject using a baseline tool developed by Ark with data from the DFE.

The baseline for all other subjects their baseline is calculated using an aggregation of their English and Maths scores using a baseline tool developed by Ark with data from the DFE. From 2016 conversions will be made using KS2 fine levels and in the case of year 7 the new KS2 scaled score.

The approximated conversion from KS2 to GCSE grade is shown below:

KS2 Level (EoY6)	GCSE Grade	Old GCSE Grades
6	9	
5a	8	A*
5b	7	A
5c	6	B
4a	5	C
4b	4	
4c	3	D
3a / 3b	2	E
3c-	1	F / G

In order to maintain the expected progress model **end of key stage targets will be retained** based on the progress from their original baseline.

## 4 TARGETS

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To make expected progress scholars in the AA+ model will stay at the same grade throughout both key stage 3 and 4.

At AASA our vision is to enable all scholars to be ready to access a University education should they choose to pursue this. Within the AA+ standard model this would mean scholars targets would fall below a grade that would allow them to access a University education.

The floor expectation set at AASA is a grade 5; this represents the C/B borderline in the old GCSE system. A scholar needs to achieve at least this grade to be able to access A-Level and equivalent Level 3 courses.

All scholars at AASA will be set a minimum target of a grade 4 for the end of key stage 3. For many scholars this is a highly aspirational target.

Scholars whose base is 4 or greater will be targeted to make expected progress through Key Stage 3. At the end of Key Stage 3 their target may be revised up.

## 5 GRADING

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All scholars will receive a grading in all subjects based on the new GCSE 9-1 system. Grades are only issued at the three interim assessment points throughout the year - they are not used in lessons as formative assessment devices.