

Pupil premium strategy statement

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 All Saints Academy
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	304/601 = 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lucy Frame, Principal
Pupil premium lead	Tom Vinten, Assistant Principal
Governor / Trustee lead	Richard Bool

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,000
Recovery premium funding allocation this academic year	£49,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£377,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide a high-quality education to all scholars, irrespective of their background or challenges they face, and to prepare them for university and to be successful leaders in their community.

Quality first teaching is central to our approach. We believe in training all teachers and wider staff to be better able to meet the needs of all scholars through enabling them to skilfully deliver a knowledge rich curriculum. High quality teaching will have the greatest impact in closing the disadvantage attainment and progress gaps and will simultaneously benefit the non-disadvantaged scholars in the academy. It is important to note that it is absolutely our intention that non-disadvantaged scholars' attainment will be sustained, and even improved, alongside rapid progress for their disadvantaged peers.

Our strategy will therefore focus primarily on improving the quality of education that all scholars receive on a daily basis. This will be supplemented by additional intervention outside of main school teaching hours, notably through targeted support through the National Tutoring Programme for pupils whose education has been worst affected through the pandemic, including disadvantaged pupils.

Our approach will be responsive to common challenges and individual pupils' needs and supported by regular formative assessment cycles. To ensure that our approaches are effective, we will:

- Adopt a whole school approach whereby we ensure that disadvantaged pupils are all known to staff (marked on staff copies of seating plans) and that they are targeted with questioning each lesson and have books/exams marked first.
- The gap between disadvantaged and non-disadvantaged pupils is regularly discussed in line management and attainment review meetings.
- Intervention is implemented at the earliest opportunity should the need present itself.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data will have been affected by the pandemic however, the figures for 2020-21 indicate that the attendance among disadvantaged pupils (92.5%) is lower than for non-disadvantaged pupils (94.7%) by 2.2%.</p> <p>In 2020-21, 22.2% (65/293) of disadvantaged pupils were classed as 'persistently absent' (attendance <90%) compared with 14.6% (47/322) of non-disadvantaged pupils.</p>
2	<p>Our observations, assessments, and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils has been severely impacted by the partial school closures and necessity of education being delivered online compared with other pupils. This pattern is supported by several studies at a national scale.</p> <p>Consequently, significant knowledge and skill gaps have emerged which have resulted in scholars falling behind age-related expectations in a range of subjects.</p>
3	<p>Our observations and assessments suggest that disadvantaged pupils generally have lower levels of reading comprehension than their peers. On the current roll, 39% (119/304) of disadvantaged pupils are more than 1 year below their chronological reading age compared with 32% for non-disadvantaged pupils (95/297).</p> <p>In the current Y7 cohort, 51% of disadvantaged pupils (35/68) are below their chronological reading age, compared with 43% (22/51) of their non-disadvantaged peers.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils such as anxiety, depression, and low self-esteem. During the pandemic, teacher referrals for support markedly increased. 65 pupils (of whom 40 are disadvantaged) have had referrals made to external agencies to get specialist support that we cannot provide on site (e.g. MASH, EWO, School Counselling.)</p> <p>Our data also shows that, from last academic year, disadvantaged pupils (average 13 events) were more likely to earn a negative behaviour point</p>

	(correction, missed homework etc) compared with their non-disadvantaged peers (average 9 events).
5	<p>The attainment of disadvantaged scholars in the last set of GCSEs that were physically sat by scholars in 2019 was an average grade of 3.4 and progress 8 figure of -0.21 which was significantly below their non-disadvantaged peers who had an average grade of 4.9 and P8 score of +0.21.</p> <p>The attainment of disadvantaged pupils was tangibly lower in maths with a P8 score of -0.51 compared with their non-disadvantaged peers' score of 0.00. A gap also existed in English where disadvantaged scholars had a P8 score of -0.16 compared with non-disadvantaged score of +0.08. These gaps need to close.</p>

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 attainment among disadvantaged pupils across the curriculum by the end of KS4 with a focus on English and Maths.	By the end of our current plan in 2024//25, GCSE outcomes to be at least in line with national averages when looking at % of pupils achieving 4+ and 5+ English and Maths.
Improve reading comprehension among disadvantaged pupils across Y7 and 8	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller gap between disadvantaged and non-disadvantaged pupils. More disadvantaged pupils are at or above their chronological reading age.</p> <p>Teachers see a tangible improvement through writing, oracy, engagement in lessons and book looks.</p>
To achieve and maintain an improved attendance and punctuality statistic, particularly for our disadvantaged pupils, and reduce the number of persistently absent children.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall attendance for all pupils being at least 97.</p> <p>The percentage of all pupils who are persistently absent being below 12%.</p>
To achieve and maintain improved physical and mental wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of physical and mental wellbeing from 2024/25 demonstrated by:

	Qualitative data from Scholar Voice, student and parent surveys and teacher feedback.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £197,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with the recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development sessions regularly. Reading strategies and training staff on these will be a key component of the CPD calendar for the whole year.</p>	<p>All teachers should be supported to understand how students read, write, and communicate effectively in their subjects. Acquiring disciplinary literacy is vitally important for students as they learn more complex concepts in each subject.</p> <p>Improving Literacy in Secondary Schools</p> <p>Language is the foundation of education and is vital for social and emotional development. Children with poor oral language are at high risk of poor literacy and hence, educational failure. Literacy skills are heavily linked with attainment in Maths and English.</p> <p>http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</p>	2,3,5
<p>Access to regular Continuous Professional Development.</p> <p>Teachers will have two 20 minute sessions per week focusing on Teach Like a Champion techniques and one 1.5 hours session focused</p>	<p>Enhancing teachers' knowledge and skills is a critical step in improving student performance (King & Newman, 2001). It has also been noted that the skills and knowledge of teachers can decline over time and so the need for teachers to be continually involved in programmes of development designed to improve student performance cannot be under-estimated (Steyn, 2005).</p> <p>Steyn, G.M. (2005) Exploring Factors that Influence the Effective Implementation of</p>	2,3,5

<p>on developing practice.</p>	<p>Professional Development Programmes on Invitational Education. <i>Journal of Invitational Theory and Practice</i>, 11(1) p7-33.</p> <p>King, M.B. & Newman, F.M. (2001) Building school capacity through professional development. Conceptual and empirical considerations. <i>The International Journal of Educational Management</i>, 15(2): p85-94.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with National Tutoring Programme to provide tuition for scholars in small groups who education has been affected the most by the pandemic.</p> <p>A group of Y11 scholars will receive small group tuition on Wednesdays in Maths.</p> <p>From January 2022, a Maths Mentor will be employed one day a week.</p>	<p>Small group tuition can have an average impact of four month's additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,5</p>

<p>A significant number of pupils receiving tutoring will be disadvantaged.</p> <p>Running Y11 structured intervention for four days each week after school (4 x 1 hour sessions)</p>		
<p>We will purchase additional software (e.g. Fresh Start and Lexia) to close gaps of the scholars the furthest behind. These pupils will have daily catch up sessions before school. A significant number of the scholars in these sessions will be disadvantaged.</p>	<p>Reading comprehension strategies can have a tangibly positive impact on pupils' ability to understand a text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Shorter interventions of up to 10 weeks tend to be more successful.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE's Improving School Attendance document.	The Department for Education's guidance has been informed by engagement with schools nationally who have significantly improved attendance and reduced persistent absenteeism.	1,4
Appointment of behaviour coordinators and provision of in school counselling and other interventions such as art therapy.	EIF report on adolescent mental health found good evidence to support a cognitive behavioural therapy (CBT) intervention for pupils who require support with regulating their behaviour and emotions https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	1,4

Total budgeted cost: £ 328,000

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 the 2020 to 2021 academic year.

Our internal assessments during the summer of 2021 once all pupils were expected to be back on site illustrated that the performance of disadvantaged pupils was lower than in previous years. A gap had also emerged. Taking Year 9 as an example, the progress gap between disadvantaged and non-disadvantaged pupils was 0.5 of a grade in summer 2021 and the gap between the average age-related grade (through Ark Common Assessments) was 0.9 of a grade.

The reasons attributed to these outcomes come back to the impact of COVID-19 which disrupted the teaching and learning in all subject areas. As shown across the country, partial closure was most detrimental to the progress and attainment of our disadvantaged pupils. The impact was mitigated slightly as during times of partial closure, we ran a community classroom, distributed laptops, and continued to teach the curriculum online.

Cumulative attendance in the academic year 2020-21 was lower than in the preceding 5 years at 93.6 %, it was above the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.2% higher than their peers and PA was 7.6% higher. Therefore, attendance is a key feature of our current plan.

As was the picture nationally, pupil behaviour, wellbeing and mental health were negatively impacted during 2020-21 academic year, mainly due to issues connected with the COVID-19 pandemic. Disadvantaged pupils were severely affected. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This approach will continue in 2021-22.