

Pupil premium strategy statement 2022-23

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	609
Proportion (%) of pupil premium eligible pupils	308/609 = 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	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lucy Frame, Principal
Pupil premium lead	Tom Vinten, Assistant Principal
Governor / Trustee lead	Richard Bool

Funding overview last year's figures

Detail	Amount
Pupil premium funding allocation this academic year	£341,795
Recovery premium funding allocation this academic year	£96,876
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	£438,671

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 2021-22 indicate that the attendance among disadvantaged pupils (91.6%) is lower than for non-disadvantaged pupils (94.2%) by 2.6%.</p> <p>In 2021-22, 27.6% of disadvantaged pupils were classed as 'persistently absent' (attendance <90%) compared with 16.7% 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 during the pandemic. 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, 44% (138/314) of disadvantaged pupils are below their chronological reading age compared with 47% for non-disadvantaged pupils (136/290).</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. Last academic year 2021-22, 60 referrals for support were made for disadvantaged scholars. This included 10 to Alternative Provision, 5 to MASH and 7 to an Educational Psychologist.</p> <p>This continues the pattern that emerged during the pandemic (2020-21) where 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 2021-22, disadvantaged pupils (average 40 events) were more likely to earn a</p>

	negative behaviour point (correction, missed homework etc) compared with their non-disadvantaged peers (average 31 events).
5	<p>The attainment of disadvantaged scholars in the last set of GCSEs that were physically sat by scholars before the pandemic (2019) showed a tangible gap in outcomes between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils had 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.</p> <p>This lead to a big part of the 2021-22 Pupil Premium strategy being centred around closing these gaps. It is encouraging to report that the gap in Maths has narrowed considerably. Disadvantaged scholars had a P8 score of +0.31 (average grade 4.5) whilst non disadvantaged scholars had a P8 score of +0.38 (average grade 4.8). A similar pattern was reflected in English Literature where disadvantaged scholars had an average P8 score of +0.73 (average grade 5.0) whilst non disadvantaged scholars had an average P8 score of +0.83 (average grade 5.2). However there is still more work to do here hence why it remains as a challenge in this strategy.</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	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.

	Teachers see a tangible improvement through writing, oracy, engagement in lessons and book looks.
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.	<p>Sustained high levels of physical and mental wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from Scholar Voice, student and parent surveys and teacher feedback.</p>

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: £228,835

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. 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 on developing practice.</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 Professional Development Programmes on</p>	2,3,5

	<p>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: £85,600

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>A Maths Mentor will be employed on Tuesdays and Wednesdays to work with scholars</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>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,5</p>

<p>across the academy.</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). Additional sessions to be run in holidays and at weekends.</p>		
<p>We will purchase additional resources and train staff in the use of them (e.g. Fresh Start and Lexia) to close gaps of the scholars the furthest behind their chronological reading age. 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: £80,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DFE's Improving School Attendance document.</p> <p>Appointment of an Attendance Officer.</p>	<p>The Department for Education's guidance has been informed by engagement with schools nationally who have significantly improved attendance and reduced persistent absenteeism.</p>	<p>1,4</p>
<p>Appointment of behaviour coordinators and provision of in school counselling and other interventions such as art therapy.</p>	<p>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</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	<p>1,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 394,735

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 2021 to 2022 academic year.

Outcomes:

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was +0.4. The Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) for our disadvantaged pupils was 46.6. See [DfE guidance](#) for more information about KS4 performance measures.

The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

	Ark All Saints 2021-22		National 2021-22*	
	Disadvantaged**	Non-Disadvantaged	Disadvantaged**	Non-Disadvantaged
Progress 8	+0.3	+0.5	-0.55	+0.15
Attainment 8	46.6	50.2	37.5	52.6

*taken from DfE website exemplar PP report (2022)

**Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

As illustrated in the table above, we have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5. At Ark All Saints Academy, it was 46.6 which is 9.1 above the national average. For Progress 8, the national average score for disadvantaged pupils was –0.55. At Ark All Saints Academy, it was +0.3 which is +0.85 above the national average.

Therefore, the Key Stage 4 data and our internal assessments suggest that the progress and attainment of the school’s disadvantaged pupils in 2021/22 were both comfortably above the national average.

However, there is still a gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils. As illustrated in the table above, the Progress 8 score of our non-disadvantaged pupils was +0.5 which is +0.2 higher than our disadvantaged pupils. The Attainment 8 score for our non-disadvantaged pupils was 50.2 which is 3.6 higher than our non-disadvantaged pupils. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. It is pleasing to note though that these gaps have closed since before the pandemic as the gap in 2019 was 0.6 in P8 and 14.3 in Attainment 8.

EBacc entry in 2021-22 for disadvantaged pupils was 53.2%, which is significantly above the 2019 figure (18.4%) and 2.4% above that for non-disadvantaged pupils in 2021-22.

Attendance:

Absence among disadvantaged pupils was 2.6% higher than their peers in 2021/22 and persistent absence 10.9% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

<i>Academic Year 2021-22</i>	Pupil Premium Scholars	Non PP Scholars
Average Attendance	91.6%	94.2%
Persistent Absenteeism	27.6%	16.7%

There is evidently a gap between disadvantaged and non-disadvantaged scholars. An Attendance Officer has been recruited and has started to help to address these gaps. Attendance will be a key feature of our Pupil Premium Strategy in 2022-23.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Reading Ages:

This has been, in parts, a successful part of the strategy. We have recently re-tested (and testing Y7 for the first time) using NGRT in Term 1 of 2022. As detailed below, it is evident that our reading strategies are working in some areas as there has been an increase in the percentage of disadvantaged scholars reading at their chronological reading age in every year group in the school from September 2021 to September 2022. Reading will remain a key cornerstone of our strategy in 2022-23 and beyond due to its self-evident importance in determining a child’s ability to access the curriculum.

	% at CRA non PP (Sept 2021)	% at CRA PP (Sept 2021)	% at CRA non PP (Sept 2022)	% at CRA PP (Sept 2022)
Year 7	n/a	n/a	58%	69%
Year 8	65%	63%	71%	71%
Year 9	52%	51%	43%	67%
Year 10	56%	51%	60%	63%

As was the picture nationally, pupil behaviour, wellbeing and mental health were negatively impacted during the 2021-22 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 2022-23.

As our school returns to ‘normal’ post COVID, we are also committed to tracking rewards received by disadvantaged and non-disadvantaged scholars as well as tracking both groups’ participation in extra-curricular activities.

Catch up Funding:

The focus for catch up funding was on securing the best possible outcomes for Year 11. The table below shows that a lot of that funding went onto Maths catch up. The impact of this was record maths results were achieved for the academy with 75% of scholars achieving a grade 4+. The gap between PP and non-PP also closed to 0.12 from 0.24 in

Autumn mocks. All subjects made progress from Spring 2 mocks to summer GCSE results so the intervention was impactful.

	Feb Half Term	Easter	May Half Term	Saturdays	After school Tuesday	After school Thursday	After school Friday	Mannings
Art	6	9	2					
PE	6	3						
Drama	6							
iMedia	3	6						
Science	6	6	9	3				
Music	3	6		3				
Maths	12	15	27	87	25	30	30	9 weeks
History		4.5	3					
Computer Science		3						
English		3		12				
Total	42	55.5	41	105	25	30	30	0

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
S.M.I.L.E program	http://universoulartist.com/smiling-boys-project/