

Ark Blake Academy Pupil Premium Strategy Statement 2021-22

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 Blake Academy
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	44.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 / 2022-23
Date this statement was published	13.10.2021
Date on which it will be reviewed	31.08.2022
Statement authorised by	P. Shaw
Pupil premium lead	P. Shaw
Governor / Trustee lead	J. Phillipson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 150,000 (budget estimate)
Recovery premium funding allocation this academic year	£ 12,720 (budget estimate)
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	£ 162,720

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is based on improving life chances and reducing the achievement gaps between pupils in receipt of pupil premium and those who are not. The scope of our strategy includes pupil attainment and progress, attendance, behaviour, wellbeing, and access to wider opportunities and developmental experiences. Our provision is based on evidence of what has shown to be effective and has been adapted for our pupil context and community. We have also adapted our strategy to consider the consequences of COVID on our community. The impact of these strategies is tracked each term and will be reviewed and adapted at the end of each school year.

What is Pupil Premium Funding?

Pupil Premium Funding is allocated to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Pupils who are eligible for Pupil Premium funding are those who are eligible for free school meals or have been eligible at any time in the last 6 years, pupils who have been adopted from care, who have left care, and children who are looked after by the local authority. Pupils who have a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence are eligible for Service Pupil Premium.

Pupil Premium in the 2021 – 22 Academic Year

Due to the disproportionately high impact of COVID 19 on the education of disadvantaged pupils, the Recovery Premium has been introduced. This is an additional payment for pupils eligible for Pupil Premium and will be encompassed into the Pupil Premium Strategy as the aims are aligned. When writing our strategy, we have taken into consideration the specific impact on our pupils of COVID and have aimed to address these needs.

How we approach this in school

As a school, we are very well placed to assess the needs of our own pupils and create Ark Blake Academy's Pupil Premium Strategy. This outlines how we will ensure that our pupils in receipt of Pupil Premium funding make academic progress at least in line with their peers. It shows how we will promote their attendance, behaviour, wellbeing, and access to wider opportunities and developmental experiences to ensure that their life chances are good and that they are able to 'seize greatness', attend university or the rewarding career of their choice.

Our strategies are selected based on evidence of effective practice as well as our knowledge of what will work best in our context. This is then mapped under the following headings: Teaching, Targeted Academic Support, and Wider Approaches. It is a tiered approach.

Our starting point is to have the highest expectations of every pupil. We are conscious of the dangers of low expectations and unconscious bias, and we therefore set targets for the 95th percentile of progress based on cognitive ability tests (CATs). We do not let lower prior attainment influence our expectations of attainment.

We understand that consistently good teaching is the most important tool at our disposal to raise the attainment and life chances of disadvantaged pupils. Our teaching has a systematic focus on ‘assessment for learning’ through regular whole class ‘checks for understanding’. We give pupils clear, useful feedback about their work and reteach content where needed. We use ‘practice pitstop’ assessments and regular marking to ensure that all pupils are given feedback and are clear on how to make progress.

We review our pupil achievement after every end of term assessments. Pupils at risk of under-achievement are identified and discussed in ‘curious conversations’ between SLT and Heads of Department. Where needed, we adapt our teaching. Where appropriate, we refer pupils to targeted interventions in reading, literacy, numeracy and / or English as an additional language, to raise attainment. We closely monitor the impact. We make sure that the teachers and teaching assistants delivering interventions are highly trained.

We draw on research evidence (Education Endowment Foundation) and evidence from our own and others’ experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.

We provide-targeted support to improve attendance, behaviour and links with families, including through our Pastoral Support Officer and Educational Welfare Officer.

We provide access to enriching experiences for our pupils, including through our compulsory enrichment offer every Tuesday and subsidised Music Offer. We intend that this significantly raises the ‘cultural capital’ acquisition our Disadvantaged Pupils, as well as their confidence and aspirations and enjoyment of school.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy attainment levels for Year 7 joining Ark Blake are lower for disadvantaged pupils. Literacy below chronological age is a barrier to accessing the curriculum. Those joining Ark Blake below expected levels must make accelerated progress in Year 7.
2	A higher percentage of persistent absent pupils (below 90% attendance) are disadvantaged which can contribute to lower academic progress
3	There is a cohort of pupils at ABA who lack cultural capital and a breadth / depth of vocabulary. Pupils eligible for pupil premium funding are overrepresented in this group
4	Disadvantaged pupils present a higher level of social and emotional needs. At times disadvantaged pupils may present challenging behaviour requires intervention
5	Disadvantaged pupils present a higher incidence of material deprivation and families find it difficult to provide resources including uniform, equipment and payment for trips and visits

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
1	High levels of progress in literacy for Disadvantaged pupils in Year 7 & 8	Disadvantaged pupils in Year 7 & 8 make the same level of progress in English by the end of the year as non disadvantaged, so that progress from 50 th percentile targets is +1. NGRT data shows disadvantaged pupil reading at chronological age (CA) make 12+ months progress by the end of year 7 & 8 and those behind make 15 + months.
2	High levels of progress in numeracy for Year 7 pupils eligible for PP	Disadvantaged pupils in Year 7 & 8 make the same level of progress in Maths by the end of the year as non disadvantaged, so that progress from 50 th percentile targets is +1.
3	High levels of progress in Y7 for high attaining pupils who are also Disadvantaged Pupils	Disadvantaged pupils in Year 7 & 8 identified as High Prior Attaining (HPA) from baseline / CATS scores make as much progress as non disadvantaged pupils identified as HPA attaining, across Key Stage 3, so that progress from 50 th percentile targets is +1 in all subjects. Where it is not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and SLT.
4	High rates of progress for SEND pupils who are also Disadvantaged Pupils	Pupils with SEND and who are Disadvantaged Pupils also will make as much progress as other pupils.
5	High standards of behaviour for Disadvantaged Pupils	Numbers and severity of behaviour incidents recorded for Disadvantaged Pupils on the school system will be in line with Non-Disadvantaged Pupils. The proportion of Disadvantaged Pupils

		Internally and Fixed Term Suspended will be in line with non-Disadvantaged Pupils.
6	High attendance rates for Disadvantaged Pupils	Low number of persistent absentees (PA) among pupils eligible for Pupil premium. Disadvantaged Pupils PA at 12% or below. Overall attendance among pupils eligible for PP is 95% + in line with non-disadvantaged pupils.
7	Good parental engagement with parents / carers of Disadvantaged Pupils	At least 90% of parents of pupils eligible for PP will attend Academic Tutorial Meetings with tutors. In line with non-disadvantaged pupils.
8	High levels of increase in academic vocabulary for Disadvantaged Pupils	Compare measures of vocabulary through assessments, and tutor programme. Disadvantaged Pupils will be in line with non-Disadvantaged Pupils.
9	High teacher expectations of Disadvantaged Pupils	We set CATs targets at 95 th Percentile for all, including Disadvantaged Pupils. Lesson visits and observations will show positive interactions between teacher and identified pupils. Assessments and data collections (PASS) will show good or better attitude to learning scores for disadvantaged pupils.
11	High rates of personal development experiences and 'cultural capital' acquisition for Disadvantaged Pupils, including aspirational university and career engagement	Enrichment passports show breadth of developmental experiences for Disadvantaged Pupils and financial support for trips and visits. Successful Disadvantaged Pupils engagement in subsidised music lessons and 'The Brilliant Club' for HPA.

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. Please see the EEF 'Guide to the Pupil Premium'ⁱ. Research into the most effective strategies has informed these decisions.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning CPD for all staff –</p> <p>Teaching and Learning Policy to deliver high standards of T & L for all pupil groups with particular emphasis on PP pupils</p>	<p>Planning for progress, knowledge retention, literacy, differentiation, questioning and assessment for learning are vital components for good teaching and learning and therefore when delivered effectively, will accelerate progress of all pupils.</p> <p><i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending” (EEF Autumn 2021)</i></p>	<p>40 staff 360 pupils</p>
<p>Introduce Academy Literacy Strategy</p> <p>To increase the depth and breadth of vocabulary knowledge</p> <p>Introduce Academy Literacy Strategy programme with emphasis on Morning Reading, Fully stocked library, Digital Strategy delivering 100% daily engagement on Lexia. Reading Signature Strategies, reading and decoding vocabulary and keywords in all subjects.</p>	<p><i>It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap.</i> (E.D. Hirsch 2003)</p> <p>Evidence that vocabulary proficiency and reading skills are linked to high levels of background knowledge is extensive. A high proportion of disadvantaged pupils are more likely to be diagnosed with a language/communication problem. The school will invest in extensive literacy programme and teacher training. This is to ensure that pupils make at least 12 months progress in reading age each year. Those below chronological age will make 15 months.</p>	<p>20 curriculum staff 360 pupils</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce 1 to 1 tutors and Tuition partners (70% subsidised) – purchase blocks of 15 hours of support from approved list of partners. Can be online and/or face to face, depending on the partner. Evidence of impact from EEF.	<i>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.” EEF Autumn 2021</i>	30-40
Specialist Literacy Intervention Teacher	Intervention during Morning Reading using Ruth Mishkin / Lexia.	40-60
Academy 21	Online school for those unable to attend. Academy 2021 enables pupils not able to come to school to access a rigorous curriculum and live teaching.	3-5

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

Budgeted cost: £ 123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates</p> <p>Dedicated Attendance Officer time employed to monitor pupils and follow up quickly on unauthorised absences, run attendance panels and regularly liaise with parents. First day response provision.</p> <p>Additional EWO time purchased from local authority.</p> <p>Pastoral Support Officer employed to work with vulnerable pupils and families and all PA pupils</p> <p>External professional counsellors employed 3 days a week to work with vulnerable pupils.</p>	<p><i>“Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy.” (EEF Autumn 2021)</i></p> <p>Higher levels of persistent absence are a barrier to Pupil Premium pupils’ achievement. It is</p>	360 pupils

<p>Excellent Behaviour Implementation of an Inclusion Panel to consider referrals and identify earlier targeted interventions. Appointment of a specialist Pastoral Support Officer.</p>	<p>Strategic approach to be made to interventions. Targeted interventions matched to specific pupils with additional needs or behavioural issues can be effective in increasing engagement, raising achievement and reducing the risk of suspension.</p>	<p>360 pupils</p>
<p>Curriculum Enrichment All Pupil Premium pupils have access to enhanced learning/curriculum to promote excellent outcomes. PP pupils will have funding available for curriculum trips and visits, extracurricular trips and visits, curriculum resources, revision guides, uniform and breakfasts to ensure equal opportunities. Pupil premium pupils will attend at least 1 club per week. PP pupils will be targeted to attend after school and lunchtime clubs.</p>	<p>Extracurricular activities promote the engagement of pupils, their social and emotional skills and therefore their progress. Enjoyable activities promote positive attitudes to school and improve behaviour and attendance.</p>	<p>360 pupils</p>

Total budgeted cost: £ 163,700

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.

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
NA	NA
NA	NA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

1. Review of expenditure - Impact Report				
Previous Academic Year		£94,000		
i. Quality of teaching for all £4000				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Teaching and learning CPD for all staff	Teaching and Learning Policy to deliver high standards of T & L for all pupil groups with particular emphasis on	Met. Positive progress of +0.68 for disadvantaged pupils.	Focus on LPA and male Pupil premium who make the least progress	
To increase the depth and breadth of vocabulary knowledge	Introduce literacy programme with emphasis on vocabulary and keywords in all subjects.	Met. Average reading age progression of 12 months.	Need to accelerate to 18 month progression for those PP pupils behind Chronological	
Literacy	Establish an effective reading programme in tutor time that develops a love of reading in PP pupils.	Met / Ongoing. Morning Reading in place for all pupils. Intervention through fresh start for targeted disadvantaged pupils.	Lexia to replace homework for those needing to make 18 + months progress	
ii. Targeted support £60,000				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good Year 7 literacy progress	There will be some 1:1 and small group provision of literacy and reading. Use of TA's for daily, intensive literacy interventions	Met / Ongoing. Average reading age progression of 12 months	Need to accelerate to 18-month progression for those PP pupils behind Chronological	
Good progress for high attaining pupils	Appointment of a HA co-ordinator	Met / Ongoing. HPA of disadvantaged pupils is +0.95 v Whole HPA cohort of + 1.06	Work with Brilliant Club to mentor HPA Pupil Premium Pupils.	
Good progress for PP pupils	Intervention sessions in all subjects (select from range of times provided: before, after school, during holidays and at	Met/ Ongoing. Disadvantaged pupils targeted through after school interventions and summer school	Focus on raising attendance for disadvantaged pupils	
Accelerated literacy and numeracy progress Good outcomes for all PP pupils	Bridge group now established in years 7 including led by dedicated SEN teacher	Met / Ongoing. Successful intervention. Disadvantaged pupils made + 0.68 progress	Integrate to mixed prior attaining classes with sets in Maths and Science. Ensure HPA in correct sets in English & Maths	

Good Year 7 literacy progress	There will be some 1:1 and small group provision of literacy and reading. Use of TA's for daily, intensive literacy interventions	Met / Ongoing. Average reading age progression on 12 months	Need to accelerate to 18-month progression for those PP pupils behind Chronological	
iii. Other approaches £30,000				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates	Dedicated attendance officer time employed to monitor pupils and follow up quickly on unauthorised absences, run attendance panels and regularly liaise with parents. First day response provision. Additional EWO time purchased from local authority	Partially met. Capacity insufficient in Y1. No EWO support from LA. Success criteria not met for attendance in either disadvantaged and non-disadvantaged pupils. Pupil Premium Pupil attendance was 92.9%, 2% higher than network and with a smaller gap between pupil premium and non- pupil premium.	Y2 commissioned EWO officer one day week. Pastoral support office commenced post 04.21 Attendance Systems Review	
Excellent Behaviour	Implementation of an Inclusion Panel to consider referrals and Identify earlier targeted interventions.	Met / Ongoing. Pupil premium pupils generated 54% of behaviour incidents which is not significantly above their pupil population.	Use PSO and other targeted interventions to further improve behaviour for disadvantaged pupils.	
All PP pupils have access to enhanced learning/curriculum to promote excellent outcomes.	Appointment of an Extracurricular lead	Met / Ongoing. 100% participation in Enrichment and trips	Expand in Y2	

ⁱ [EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/531107/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf)
[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/using-pupil-premium-guidance-for-school-leaders)