

ARK BLAKE ACADEMY - Pupil premium strategy statement: 2020-21

1. Summary information					
School	ARK BLAKE ACADEMY				
Academic Year	2020/21	Total PP budget	£94,000	Date of most recent PP Review	NA
Total number of pupils	180	Number of pupils eligible for PP	95	Date for next internal review of this strategy	07.2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 9-4 incl. EM	NA	
% achieving 9-5 incl. EM	NA	
Progress 8 score average (from 2018)	NA	
Attainment 8 score average (from 2018)	NA	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	53% of year 7 pupils are eligible for PP.
B.	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which means they must make accelerated progress in Year 7
C.	A higher percentage of persistent absentees are eligible for PP which may hinder progress
E.	There is a cohort of pupils at ABA, especially pupils eligible for pupil premium funding who lack cultural capital and a breadth / depth of vocabulary
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

F	Attendance rates for pupils eligible for PP are 94.8% (below the target for all children of 96%).
G	Parental engagement from parents of pupils eligible for PP may be lower than non-PP
4. Outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP	Pupils eligible for PP in Year 7 make the same levels of progress by the end of the year than 'other' pupils so that at least 30% exceed progress targets and at least 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using reading assessments and English written assessments in November, March and June.
B.	High levels of progress in numeracy for Year 7 pupils eligible for PP	Pupils eligible for PP in Year 7 make the same levels of progress by the end of the year than 'other' pupils so that at least 30% exceed progress targets and at least 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using numeracy assessments and written assessments in November, March and June.
C.	High levels of progress in Y7 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from baseline / CATS scores make as much progress as 'other' pupils identified as high prior attaining attaining, across Key Stage 3, so that 90% or above are on track to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and SLT.
D.	High rates of progress for SEND pupils also eligible for PP	Pupils with an EHCP, also eligible for PP will make as much progress as other pupils.
E.	High standards of behaviour for PP pupils	Numbers and severity of behaviour incidents recorded for PP pupils on the school system will be in line with non-pupil premium. The proportion of PP pupils Internally Excluded and Excluded will be in line with non-pupil premium.
F.	High attendance rates for pupils eligible for PP	Low number of persistent absentees (PA) among pupils eligible for PP to 7% or below. Overall attendance among pupils eligible for PP is 96% + in line with 'other' pupils.
G.	Good parental engagement	At least 90% of parents of pupils eligible for PP will attend all Academy events.
H.	High levels of increase in academic vocabulary for pupils eligible for PP	Compare measures of vocabulary through assessments, and tutor programme. PP and SEND PP will be in line with non-pupil premium.
I.	Higher teacher expectations of PP 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 identified pupils.

5. Planned expenditure

Academic year	2020/21
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 PP pupils	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	SLT will provide differentiated CPD and Instructional Coaching to all staff on a weekly basis. It will then be monitored by Coaches, SLT and HoDs and SLT by observations and learning walks	Principal	Ongoing
To increase the depth and breadth of vocabulary knowledge	Introduce literacy programme with emphasis on vocabulary and keywords in all subjects.	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.	A member of SLT will lead and manage the literacy/vocabulary programme. Core knowledge and vocabulary will be assessed as a key component of each subjects' assessments. Medium term plans and short-term plans will include key vocabulary and how it will progress.	SLT lead on literacy	Dec 2020

Literacy	Establish an effective reading programme in form time that develops a love of reading in PP pupils.	Evidence that vocabulary proficiency and reading skills are linked to high levels of background knowledge is extensive.	A member of SLT will lead and manage the reading programme.	SLT lead on reading	Dec 2020
Total budgeted cost					£4, 000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Some of the pupils need targeted literacy support to catch up. This is a programme which we have developed and has shown to have positive impact. Pupils with reading ages below 9 will have daily interventions including, phonics, reading and a literacy programme.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these pupils to show impact of the programme. CPD for TA's delivering the programme. The programme will be monitored weekly by the SENCO and the pupils assessed.	SENDCO	Sept 2020
Good Year 7 numeracy progress	Implementation of Hegarty Maths	Hegarty maths is a proven programme to improve numeracy and problem-solving skills of pupils.	Regular monitoring of its use. CPD for all maths teachers and TAs. Pupils assessed formally 3 times a year.	Head of Maths/KS3 maths	Sept 2020

<p>Good progress for high attaining pupils</p>	<p>Appointment of a HA co-ordinator</p> <p>HA pupils targeted tutor groups with interventions</p> <p>Trips and visits for HA pupils</p> <p>Creation of the 'Brilliant Club'</p> <p>Payment of resources for HA PP pupils</p>	<p>An appointment will be made to ensure that progress for HA pupils have a high profile across the Academy and that HA pupils receive an additional curriculum experiences and extra curricula offer to ensure good progress.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful role models, previously PP.</p> <p>Visits to universities and business placements to promote good engagement and aspiration.</p> <p>The HA pupils will form the Brilliant Club and will receive additional mentoring, and extracurricular opportunities lessons from Parents will also engage in the programme.</p> <p>Revision packs, books, equipment and trips and visits will be subsidised or paid for to allow for equal opportunities.</p>	<p>Line managed by a member of SLT and principal.</p> <p>Engage with parents and pupils before intervention begins to address any concerns. Track data in English, science and maths at 3 key points, November, March and June HODs to observe sessions and provide feedback / support.</p> <p>Trips and visits will be planned on a half termly basis and overseen by HA coordinator and EVC</p> <p>This will be monitored, reviewed and evaluated by the HA co-ordinator, Heads of Year and VP.</p> <p>Bids will be made to the VP who oversees the PP budget.</p>	<p>Vice Principal</p> <p>Head of Maths/ English</p> <p>HODs</p> <p>VP for HA</p> <p>VP for HA</p> <p>VP</p>	<p>July 2020</p> <p>March 2021</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>Ongoing</p>
<p>Good progress for PP pupils</p>	<p>Intervention sessions in all subjects (select from range of times provided: before, after school, during holidays and at weekends)</p>	<p>Interventions out of school hours provided by specialist subject teachers is proven to promote good progress and exam results.</p>	<p>Pupils personally invited by letter, Engagement from parents. Attendance monitored. Planning of sessions and delivery monitored by HoDs</p>	<p>HODs/ HoY/VP</p>	<p>July 2021</p>

Accelerated literacy and numeracy progress	Bridge group now established in years 7 including led by dedicated SEN teacher	Pupils well below expected progress will have a personalised timetable with increased time for English, read write phonics and maths. Mastery of these subjects will lead to good outcomes in all other subjects	SENCO and SLT (curriculum) will ensure a suitable, adapted timetable with specialist teachers, supported by highly trained TA's	VP	Jan 2021
Good outcomes for all PP pupils	Targeted, supervised homework club 2 evenings	A large number of pupils eligible for PP do not have access to computers/internet or suitable environment to study	Attendance monitored. Engage with parents to ensure attendance supported. Led by teachers.	SLT	fortnightly
Total budgeted cost					£ 60,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	<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 EWS time purchased from local authority</p> <p>Educational Social Worker employed to work with vulnerable pupils and families and all PA pupils</p>	<p>We can't deliver excellent attainment for children if they aren't actually attending school. Pupils will be closely monitored, and good parental engagement and support will secure good attendance.</p> <p>Specialist EWS time will enable ABA to work with an increased number of complex/vulnerable families. It will also allow a higher level of intervention such as court action and fines for non-attendance to school.</p> <p>Intensive, targeted support by a highly trained, qualified person will offer specialist support to pupils and families to help</p>	<p>The pastoral team and the assistant principal will ensure that school attendance systems are implemented and work</p> <p>Personalised support and strategies assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with SLT</p> <p>Letters about attendance to parents / carers. Educational SW to visit all PA at home to discuss attendance with parents / carers and explore barriers</p> <p>Line managed by AP/ DSL. Principal to attend Inclusion/ Attendance weekly panel twice a half term.</p>	<p>Assistant Principal</p> <p>Assistant Principal</p> <p>Vice Principal</p>	<p>Ongoing</p> <p>Feb 2021 and July 2021</p> <p>Dec 2020 March 2021</p>

	External professional counsellors employed 3 days a week to work with vulnerable pupils	overcome barriers to attending school and barriers to learning. This will include home visits, mentoring support and liaison with external agencies. Weekly counselling offered to pupils to health address barriers to attending school and learning. Mental health issues addressed.	Monitoring of mentoring sessions in school. Detailed logs to be kept of visits, meetings, referrals and interventions Weekly supervision of counsellors from SENDCO Clear, transparent referral system through inclusion panels		
Excellent Behaviour	Implementation of an Inclusion Panel to consider referrals and Identify earlier targeted interventions.	Strategic approach to be made to interventions. Targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective	Ensure identification of pupils is fair, transparent and properly recorded. Use ESW / HOY to engage with parents before intervention begins. Monitor behaviour but also monitor whether behaviour translate into good attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	SENDCO, Head of Year and Assistant Principal	July 2021
Good pupil engagement leading to high aspirations	Curriculum enrichment	PP Pupils will attend compulsory enrichment lessons to enrich their curriculum offer and life chances. PP pupils will be prioritised through detailed tracking of HA and PP pupils.	All activities will be monitored by SLT, attendance monitored. Parents engaged to support attendance.	AP / Assoc SL / Principal	July 2021
All PP pupils have access to enhanced learning/curriculum to promote excellent outcomes.	Appointment of an Extracurricular lead	Extracurricular activities promote the engagement of pupils, their social and emotional skills and therefore their progress. PP pupils will be targeted to attend after school and lunchtime clubs.	Attendance will be monitored by the AP / Assoc SL	AP	July 2021
	Payment for resources	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	All requests for extra funding will be individually assessed and allocated by Principal. Curriculum resources will be distributed, and all trips and visits monitored by EVC.	Ass Principal / Assoc SL	July 2021

Barriers to learning are identified early and interventions in place	New referral system to be put into place to refer to Inclusion Panel Increased Educational Psychologist time in order to assess more pupils, identify learning needs and advise on support and interventions.	All ABA staff will have capacity to refer pupils to the panel. The EP is able to provide specialist support for pupils with learning needs and early diagnosis enables early interventions and good progress	The SENDCO will chair the IP and monitor the outcomes. AP will support. The SENCO will refer suitable pupils and work closely with the EP to diagnose pupils and create a suitable pathway for them. They will also provide CPD for staff and monitor the progress of pupils via behaviour logs and tracking and assessment data.	Ass P Principal	July 2021
				cost	£30,000
Total budgeted cost					£94,000

1. Review of expenditure - Impact Report

Previous Academic Year

i. Quality of teaching for all

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

ii. Targeted support				
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

iii. Other approaches				

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
