

Pupil premium strategy statement – Arden Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1807
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022_2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D Warwood
Pupil premium lead	L Webb
Governor / Trustee lead	J Whitehill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,000
Recovery premium funding allocation this academic year	£44,436
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£44,401
Total budget for this academic year	£261,837

Part A: Pupil premium strategy plan

Statement of intent

Objectives:

- **At Arden, we want to ensure that every pupil has the best possible chance of achieving their full potential at school whilst experiencing exciting enrichment opportunities beyond the curriculum.**
- **Arden is committed to closing the gap between disadvantaged students and their peers and we are proud to say that disadvantaged students at Arden Academy make significantly better progress than their non-disadvantaged peers nationally.**

Key principles

- The Evidence from the EEF is at the heart of our strategy statement using the tiered approach including diagnostic assessments and being reactive to our young people's changing needs and challenges.
- Quality First Teaching: Research suggests that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. This includes:
 - o Maintaining and developing QFT teaching in the classroom.
 - o Personalised learning and support in line with the Arden and AMAT core priorities.
 - o CPD to improve the knowledge of whole school staff of PP students and barriers to learning
- Improving literacy is a key part of the approach, improving their access to and competence in Literacy to support academic progress
- Attendance: There is a clear link between poor attendance at school and lower academic achievement.
- Cultural Capital: The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.

Our strategy is a part of the whole school plan and has been planned to complement additional strategies including covid catch up and school led tutoring.

Challenges

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

Challenge number	Detail of challenge
1	There is still an attendance gap between disadvantaged and non disadvantaged students
2	Lower level of parental involvement. A few of our parents of disadvantaged students do not attend school events to support pupils or support with homework.
3	Diagnostic assessments to highlight literacy/maths levels in lieu of the KS2 SATs not taking place.
4	Disadvantaged students start secondary school with a gap between them and their non disadvantaged peers. There is an increasing gap between the attainment of disadvantaged and non-disadvantaged pupils following the lockdown period, remote learning and the variation in the provision at KS2.
5	A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress
6	Disadvantaged boys and disadvantaged students do not make enough rapid progress nationally
7	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. Including enhancing the cultural capital experience of disadvantaged students.

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
Improve Attendance data(back to pre covid levels and closing the PP-Non PP gap)	Improvement in attendance back to pre covid levels and closing the PP-Non PP gap
Maintain PROGRESS 8 MEASURE AGAINST NON PP STUDENTS – PROGRESS FOR ALL (0.84 for PP students, national average was 0.15 for non disadvantaged students)	Closing the gap between PP and non PP students at Arden is key.

Achieve national average for attainment 8 for all pupils 54.1 in 2022, 52 non disadvantaged in England schools)	Maintain the national average also closing the gap between PP and non PP students at Arden
Achieve average English and maths 5+ scores for similar schools (59% in 2022: national average of non dis was 57%)	English and maths 5+ scores increased and in line with similar schools for disadvantaged students
Improve the Ebacc Entry for disadvantaged students including the APS. (30% in 2022 nationally non disadvantaged was 43%)	Improvement of engagement in languages in year 7 and 8, through strategic intervention at KS3 to increase the uptake of a language at GCSE. Conversations about options to take place at an earlier point in year 9, to increase Ebacc entry for disadvantaged students

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: £ 79200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and develop QFT teaching in the classroom. Personalised learning and support in line with the Arden and AMAT core priorities. CPD to improve the knowledge of whole school staff of PP students and barriers to learning	Ensuring teachers are equipped to personalise and differentiate for disadvantaged students effectively, using the data dashboard and CPD to allow for fully inclusive teaching. Informing staff of the students that are young carers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,4, 6
Regular CPD and updates for teachers through the Arden and	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4,6

<p>AMAT CPD programme.</p> <p>Early career teachers have the support they need to deliver QFT.</p> <p>E.g in science/eng/maths do we run the SKE to early career teachers, or those that are teaching out of specialism</p>		
<p>To make effective use of diagnostic assessments e.g GL/MIDYS to inform any support and early intervention that may need to be put in place. To effectively track the data of disadvantaged students to ensure robust and rigorous intervention is put in place as necessary.</p>	<p>Diagnostic assessments to highlight literacy/maths levels in lieu of the KS2 SATs not taking place.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p>

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

Budgeted cost: £ 96600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor and improve literacy rates amongst pp students with a focus on ks3 – year 7 and 8. Use of lexia, small group support, continue to teach nurture groups in humanities to support this.</p> <p>Whole school approach towards literacy and</p>	<p>Literacy is a barrier for students to make rapid progress in all subjects</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachi</p>	<p>3,4,6</p>

<p>oracy tasks in lessons, including tutor time reading.</p>	<p>ng-learning-toolkit/oral-language-interventions</p>	
<p>Small group and one to one support sessions in English and maths Effective intervention taking place to support the needs of disadvantaged pupils.</p>	<p>Small group sessions to raise the confidence of disadvantaged students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>4,5,6</p>
<p>Regular small group reflection sessions to take place for disadvantaged boys to address the gender gap</p>	<p>Disadvantaged boys and disadvantaged students do not make enough rapid progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>3,6</p>
<p>Effective use of catch up funding to focus on groups of disadvantaged students where appropriate. Through alumni tutoring and small group teacher led tuition</p>	<p>Confidence of disadvantaged learners is increased and students make more progress in those subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,4, 7</p>

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

Budgeted cost: £ 85900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing attendance, through monitoring SIMS reports. Regular communication with parents through PP team, HOYs, EWO</p>	<p>There is still an attendance gap between disadvantaged and non disadvantaged students</p> <p>A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress</p> <p>Some of our disadvantaged students have had less cultural capital opportunities</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</p>	<p>1, 5</p>
<p>Creating even more positive experiences of lessons and extra curricular activities through rewards and celebrations</p>	<p>A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress</p>	<p>5,7</p>
<p>Focus on transitions and careers working alongside increasing students cultural capital experience. Use good practice such as TIF tasks to increase cultural capital and links to careers</p>	<p>Some of our disadvantaged students have had less cultural capital opportunities. Increase the cultural capital experience for disadvantaged students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Lower level of parental involvement. A few of our parents of disadvantaged students do not attend school events to support pupils or support with homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>

Total budgeted cost: £261,700 (includes recovery premium)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance last year was excellent despite the number of covid related absences . Attendance was commended during our recent ofsted inspection. PPI 89.8% - 81% national/85.6% national non disadvantaged

We are delighted with the outcome of both our Y13 and Y11 cohorts during last year's exam series. There are no gaps with both groups superseding the results of their non-disadvantaged peers with all pupils' progress in education, training or employment. This is also the trend across KS3 with pupils making the same or more progress than non disadvantaged peers across the curriculum.

A Level

Disadvantaged

		2019	2022 Target	2022
APS	Non Dis	35.33	43.44 (B+)	42.21 (B+)
	Dis	20.56	41.97 (B+)	46.18 (A-)
	Gap	-14.77	- 1.47	+3.97
L3 VA	Non Dis	-0.07	0.37	0.23
	Dis	-0.72	0.20	0.68
	Gap	-0.65	-0.17	+0.45

GCSE: (Progress 8)

	2017	2018	2019	2020	2021	2022	National
Whole cohort	0.36	0.28	0.47	0.32	0.72	0.79	0
Non dis	0.39	0.3	0.5	0.31	0.76	0.77	0.15
Dis	-0.04	-0.08	0.07	0.38	0.35	0.84	-0.55
Gap	-0.43	-0.38	-0.43	+0.07	-0.41	+0.07	-0.7

Alumni tutoring: Worked with HODs in english, maths and science to facilitate the tutoring. Not just for PP students, but they are involved. Last year 323 tutor Hours offered to 719 students up to 26/5/22. Pupil voice very positive and closure of the PP gap across all years demonstrates the impact of this intervention

Last year we had a confidence booster session for MFL and science and maths school led tutors. We have recruited two new school led tutors working with year 7-11 on science, english and maths

QFT is emedeed in every teachers practice with personalised delivery to support students make maximum progress.
PP and SEN lead work closely to ensure progress for all and there has been increased awareness amongst staff and relevant stakeholders to ensure that Young carers are catered for

Further information (optional)

As a school we are using the school led tutoring funding to support our disadvantaged young people (PP and SEND). Alumni tutoring is continuing for 2022_23