

# Pupil premium strategy statement – Arden Academy

This statement details our school's use of pupil 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	1482 (excluding 6th form)
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23_2025/6
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£211,731
Pupil premium funding carried forward.	£0
<b>Total budget for this academic year</b>	<b>£211,731</b>

# 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:
  - Maintaining and developing 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
- 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 such as school led tutoring.**

The barriers that we have identified for students that are eligible for pupil premium funding are outlined in the 'challenges' section of the strategy statement. In order how to address these challenges we are drawing from several sources of evidence based research including:

[Teaching and Learning Toolkit | EEF](#)

## Challenges

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

Challenge number	Detail of challenge
1	There is an attendance gap between disadvantaged and non disadvantaged students. There is an ongoing need to look at reasons around why PP attendance is not as high as their non disadvantaged peers
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. As the students move through the keystages, it is increasingly important for students to be able to complete their homework and see the value of it to support their academic progress.
3	Diagnostic assessments to highlight literacy/maths levels alongside information from KS2 SATs Accelerated reader scores have highlighted that a high proportion of year 7 and 8 disadvantaged students scored below the average 100 on the NRSS scale score (year 7: 28%, year 8 50%).
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 where disadvantaged students had often been affected more by this.
5	Raising aspirations: A proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress, It is important to support students from

	disadvantaged backgrounds to make them aware of futures pathways and ensure no NEET students.
6	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 Information from pupil voice, parent meetings and teacher feedback showing improved sense of belonging.
Maintain PROGRESS 8 MEASURE AGAINST NON PP STUDENTS – PROGRESS FOR ALL	Closing the gap between PP and non PP students at Arden is key. Progress 8 for PP students Improved percentage of disadvantaged students achieving 5+ in english and maths at GCSE Data from progress reviews to show the gap narrowing between PP and non PP students.
Achieve national average for attainment 8 for all pupils	Disadvantaged students achieve above the national average at Arden. We would like to focus on closing the gap between PP and non PP students.
Achieve average English and maths 5+ scores for similar schools	English and maths 5+ scores increased and in line with similar schools for disadvantaged students
To ensure disadvantaged students feel a sense of belonging at Arden fostered through inclusion through pastoral and academic support.	All Pupil Premium students have a named trusted adult in school and feel able to seek support, advice, or guidance when required. Student voice, captured through happiness surveys, to demonstrate that students at Arden feel a strong sense of belonging and report feeling happy and safe at school.
Improve literacy and comprehension for disadvantaged students at KS3	Improvement in accelerated reader score from growth reports Improved confidence from interventions captured through student voice

All students are able to access a broad range of enrichment opportunities that enhance their cultural capital.	Increased attendance of extra curricular clubs Pupil Premium students attend and participate in the wide variety of trips and residential experiences offered throughout their journey at Arden.
Arden Futures: Our vision is to empower every student with a strong sense of aspiration, resilience and belonging, by equipping them with the knowledge, skills and confidence to pursue their own pathway in further study, training or the world of work.	All Pupil Premium students secure a work-experience placement in Year 10. All students access the Futures programme through CPD, Futures Fridays, and careers interviews. Students identified as at risk of NEET receive additional, targeted careers guidance and workshops to support aspiration and progression.

## 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: £ 28,753

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 through	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  Common language around activities and expectations through DO NOW activities, regular AFL and FOUR to FINISH Classroom strategies <ul style="list-style-type: none"> <li>● Strategic placing on seating plans</li> <li>● Mark PP books first</li> <li>● KNOW your students</li> <li>● Ask at least 2 questions every lesson</li> <li>● Share concerns early</li> </ul>	1,2,4, 5,6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
<p>Regular CPD and updates for teachers through the Arden and 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Overstaffing where possible allows more personalised provision for PP students.</p> <p>Subject Knowledge Enhancement (SKE) takes place within departments during directed time, disaggregated hours, and AMAT cross-trust training days to strengthen subject knowledge and increase the confidence of Early Career Teachers.</p>	4,5
<p>Support for teachers through QA, observations, feedback and sharing good practice.</p>	<p>Regular lesson observations and feedback enable trainee teachers to develop strong pedagogical understanding and apply it effectively in their teaching practice.</p> <p>Talking teaching for staff to observe and share best practice with more experienced members of staff</p> <p>Improved teaching quality and confidence among ECTs through an in-school and AMAT-wide ECT programme that promotes cross-subject collaboration.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	1,4,5
<p>High-quality teaching consistently meets the needs of disadvantaged</p>	<p>The SENCO, DOPC, DSLs, and PP lead provide ongoing training for staff on the specific needs of SEND and vulnerable students throughout</p>	1,2,4,5

<p>students, including those with SEND.</p>	<p>the year, including regular staff briefings. The Teaching and Learning team ensures that disadvantaged students remain central to this training, supporting improved outcomes for these students.</p> <p>Challenge for all throughout QFT in lessons</p> <p><a href="#">Special Education Needs in Mainstream Schools guidance report</a></p>	
<p>Retention and Recruitment of Excellent teachers</p>	<p>Targeted leadership development and access to qualifications such as NPQSL strengthen staff capacity, retention, and leadership across the school. Cross trust development opportunities are offered too.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/tenders/Recruitment-and-retention_evidence-summary-_v.3.3.0.pdf?v=1763660477">https://d2tic4wvo1iusb.cloudfront.net/production/documents/tenders/Recruitment-and-retention_evidence-summary-_v.3.3.0.pdf?v=1763660477</a></p>	<p>4,5,6</p>
<p>Teacher-led interventions making effective use of diagnostic assessments e.g GL/MIDYS/Accelerated reader to inform any support and early intervention that may need to be put in place.</p>	<p>HODs and teachers track the progress of disadvantaged students to ensure robust interventions are implemented where needed.</p> <p>They inform the PP lead if barriers are identified or additional support is required.</p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs">https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs</a></p> <p><a href="#">Guidance Report TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING</a></p> <p><a href="#">Aspiration interventions   EEF</a></p>	<p>3</p>

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

Budgeted cost: £ 78,268

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.</p> <p>Accelerated reader is used to identify students with reading ages and scaled scores that are below average</p>	<p>Literacy is a barrier for students to make rapid progress in all subjects</p> <p>Use of lexia, small group support, and nurture groups in humanities to support this.</p> <p>Whole school approach towards literacy and oracy tasks in all lessons including tutor time reading. CPD supports training on this</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>3,4,5</p>
<p>PP lead coordinates school-led tutoring and works with intervention teachers to provide a coordinated approach to support.</p> <p>Small group and one to one support sessions in English and maths and other highlighted subjects</p>	<p>Effective intervention taking place to support the needs of disadvantaged pupils.</p> <p>Intervention tutor employed to support our most vulnerable students</p> <p>Small group sessions increase the confidence of disadvantaged learners, and students make more progress in those subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1,2,3,4,5,6,</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="#">One to one tuition   EEF</a> <a href="#">Reducing class size   EEF</a></p>	
<p>Mentoring: Peer Tutoring/mentoring (literacy and well being).</p> <p>Staff mentors through the HAPIT programme in Year 11</p>	<p><a href="#">Peer tutoring   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Cross-year mentoring and tutoring schemes pair 6th Form and Year 10 students with KS3–KS4 students. This programme supports paired reading, raises aspirations, and promotes wellbeing.</p> <p>HAPIT (High ability pupils in training) programme supports high priority students through a praise and rewards scheme.</p>	1,3,4,5,6
<p>Disadvantaged students have access to homework and revision support through a lunchtime homework club and after-school study space.</p>	<p>Disadvantaged students are supported with the resources they need to complete homework and revision, including revision guides, stationery and calculators, funded online platforms such as MyGCSEScience and Sparx, and laptops where needed to enable independent learning.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils lack a quiet space for home learning, which can negatively impact their independent study and overall progress.</p> <p><a href="#">Homework   EEF</a></p>	2,4,5

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours>

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

Budgeted cost: £ 246, 614

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing attendance, through monitoring with use of <i>attend</i> software. Regular communication with parents through <i>attend</i>, attendance officer, 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 due to lower attendance</p> <p>The EWO supports the PP lead and wider pastoral team in monitoring attendance, including home visits for persistent absentees. A graduated attendance-monitoring approach, supported by <i>Attend</i>, strengthens school-family connections and promoting a sense of belonging for the students with the aim to improve attendance.</p> <p><a href="#">Working together to improve school attendance - August 2024 - GOV.UK</a></p> <p>The Pupil Premium lead, HOY, Directors of Pastoral Care, EWO, and Attendance Officer work together to increase parental engagement, including attendance at meetings, workshops, and parents' evenings.</p>	<p>1, 2,5, 6</p>

	<a href="#">Working with Parents to Support Children's Learning   EEF</a>	
<p>Pastoral support is central to our ethos. We foster a supportive, inclusive, and nurturing environment where every student is encouraged to flourish both academically and personally. At Arden Academy, we understand that excellent pastoral care is integral to our students' success and well-being.</p>	<p>Our dedicated pastoral team ensures that all students receive the care and support they need to succeed.</p> <p>Form Tutors provide daily support and guidance, fostering strong, trust-based relationships with students.</p> <p>Heads of Year oversee each year group, ensuring barriers to attendance, behaviour, or progress are identified and addressed, and providing strategic oversight of student wellbeing and achievement.</p> <p>Directors of Pastoral Care lead Key Stage 3 (Years 7–9) and Key Stage 4 (Years 10–11), supporting Heads of Year in their strategic oversight of each cohort.</p> <p>A designated Pupil Premium lead champions and advocates for all Pupil Premium students, ensuring they receive targeted support and opportunities to succeed.</p> <p>We recognise the value of support from external services. We employ the services of a Family Liaison Service – Malachi; this service provides support to families experiencing difficulties, with the aim of supporting family relationships and improving emotional resilience as this can have a significant impact on learning. In addition we work with other external services to support students to improve their emotional well-being and in turn have a positive impact on mental health.</p> <p><a href="#">3. Wider strategies   EEF</a></p>	<p>1,2,4,5,6</p>

<p>SLT places a whole-school focus on Pupil Premium students, ensuring that disadvantaged learners are at the heart of every strand of the School Development Plan. Strategies are regularly discussed, reviewed, and refined.</p>	<p><a href="#">A School's Guide to Implementation guidance report   Education Endowment Foundation</a></p>	<p>ALL</p>
<p>The Pupil Premium Fund (PPF) is used to support families facing hardship, ensuring they have the resources needed to support their child's education.</p>	<p>Families are supported with funding for school uniform, stationery, and IT equipment to remove barriers and ensure students can fully access their education.</p>	<p>ALL</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 Pupil Premium students are prioritised for rewards and celebrations, including achievement points and incentives such as sweets and hot chocolates for improved attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1,5,6</p>
<p>Cultural Capital: Trips and enrichment</p>	<p>Providing rewards and funding ensures Pupil Premium students can access enrichment opportunities, promoting engagement, attendance, and a sense of belonging. At Arden, we do not want the cost to limit the cultural capital experience. This includes trips below, plus Duke of Edinburgh and the charity cycle ride. <a href="#">Physical activity   EEF</a>  <a href="#">Outdoor adventure learning   EEF</a> Lower level of parental involvement. A few of our parents of disadvantaged students do not</p>	<p>1,2,6</p>

	<p>attend school events to support pupils or support with homework.</p> <p><a href="#">Parental engagement   EEF</a></p>	
<p>Focus on transitions and careers working alongside. Use good practice such as FUTURES Fridays to increase cultural capital and links to careers.</p>	<p>Futures Team at Arden seek to broaden students' horizons by exposing them to as many job roles and education providers as possible, whilst linking their learning to the world of work. We want our students to make informed decisions every step of the way.</p> <p>Arden have a dedicated Assistant Headteacher in charge of Student Personal Development, Director of Careers and Careers Guidance Counsellor</p> <p><a href="#">Careers education   EEF</a></p>	5
<p>Transition: Transition days and summer school for year 6 going into year 7 to make the transition easier for the new academic year</p> <p>Soft starts for SEND and PP and any vulnerable students</p>	<p>Providing transition days and summer school ensures Year 6 students feel confident, prepared, and supported as they start Year 7.</p> <p>Soft-start provision supports students' preparation for the day, pastoral check-ins, and access to breakfast where needed.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/EEF-School-Transitions-Tool.pdf?v=1769532393">https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/EEF-School-Transitions-Tool.pdf?v=1769532393</a></p>	1,2,4,6

**Total budgeted cost: £353,635**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

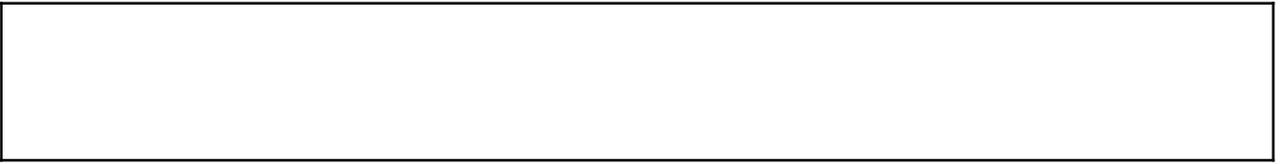
### GCSE: (Progress 8)

	2017	2018	2019	2020	2021	2022	2023	2024	2025 (attainment)/ progress 8 based on baseline
<b>Whole cohort</b>	0.36	0.28	0.47	0.32	0.72	0.79	0.66	0.64	59.09/ 0.63
<b>Non dis</b>	0.39	0.3	0.5	0.31	0.76	0.77	0.73	0.71	61.28/ 0.68
<b>Dis</b>	-0.04	-0.08	0.07	0.38	0.35	0.84	0.07	0.04	42.61/ 0.18
<b>Gap</b>	-0.43	-0.38	-0.43	+0.07	-0.41	+0.07	-0.66	-0.67	/-0.5

Based on the success of the school led tutoring funding, we have continued as a school to run the school led tutoring for disadvantaged students. This includes working across year groups in English, maths and study skills and MFL.

PP and SEND lead work closely to ensure progress for all and there has been increased awareness amongst staff and relevant stakeholders to ensure that disadvantaged students including young carers have support using pupil premium funding

QFT is embedded in every teacher's practice with personalised delivery to support students make maximum progress, CPD sessions reflect the ongoing work and QA feedback supports the QFT and personalised approach.



## Further information (optional)

*As a school we are using the school led tutoring to support our disadvantaged young people (PP and SEND).*

*Trips for this academic year: Trips for KS5 are eligible for bursary funding.*

Trip	Key stage	Department
Kenilworth Books 2026	Age 11-14 (Key Stage 3)	Literacy
Bletchley Park 2026	Age 11-14 (Key Stage 3)	Mathematics
Poetry Slam Grand Final	Age 11-14 (Key Stage 3)	English/Drama
Year 11 battlefields 2026	Age 14-16 (Key Stage 4)	History
Tutor2u Revision Workshop- Psych, Bus and Eco	Age 17-18 (6th Form)	Aim Higher
Year 12 Worcester 2026	Age 17-18 (6th Form)	Geography
Year 12 Brindley Place 2026	Age 17-18 (6th Form)	Geography
Arden Charity Bike Ride Y9 2025/26	Age 11-14 (Key Stage 3)	Personal Development
2026 yr 12 Biology Field Trip	Age 17-18 (6th Form)	Biology
Hindu Temple	Age 11-14 (Key Stage 3)	RE
Year 10 Stratford Upon Avon Day 2 2026	Age 14-16 (Key Stage 4)	Geography
Year 10 Stratford Upon Avon Day 2 2026	Age 14-16 (Key Stage 4)	Geography
Year 10 Stratford Upon Avon Day 3 2026	Age 14-16 (Key Stage 4)	Geography
Year 10 Stratford Upon Avon Day 4 2026	Age 14-16 (Key Stage 4)	Geography
Black Country Living Museum May 2026 A half	Age 11-14 (Key Stage 3)	History
Year 10 Carding Mill Valley Day 1 2026	Age 14-16 (Key Stage 4)	Geography
Year 10 Carding Mill Valley Day 2 2026	Age 14-16 (Key Stage 4)	Geography

Year 10 Carding Mill Valley Day 3 2026	Age 14-16 (Key Stage 4)	Geography
Black Country Living Museum May 2026 (B-half)	Age 14-16 (Key Stage 4)	Geography
	Age 11-14 (Key Stage 3)	History
PGL Year 7 2026	Age 11-14 (Key Stage 3)	Adventure
Arden Charity Bike Ride Y9 2025/26	Age 11-14 (Key Stage 3)	Personal Development
Ethiqa Conference	Age 17-18 (6th Form)	R.E. Personal Development
Ethics Cup	Age 17-18 (6th Form)	R.E. Personal Development
6th Form Debating Competition	Age 17-18 (6th Form)	English