

Pupil premium strategy statement

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	Arden Academy
Number of pupils in school	1816
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022 (New 3 year plan is being written in light of covid)
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
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	£ 163K
Recovery premium funding allocation this academic year	£ £22,330
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	£185,330

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 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
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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 (for similar schools in 2019 -0.2, Arden was +0.07)	Closing the gap between PP and non PP students at Arden is key.
Achieve national average for attainment 8 for all pupils (for similar schools in 2019 42.8%, Arden was 43.5%)	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 (for similar schools in 2019 35%, Arden was 30%)	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	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: £60, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,4, 6</p>
<p>Regular CPD and updates for teachers through the Arden and AMAT CPD programme. Early career teachers have the support they need to deliver QFT. 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>4,6</p>
<p>To make effective use of diagnostic assessments e.g GL/MIDYS to inform</p>	<p>Diagnostic assessments to highlight literacy/maths levels in lieu of the KS2 SATs not taking place.</p>	<p>3</p>

<p>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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74,500

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 oracy tasks in lessons, including tutor time reading.</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/teaching-learning-toolkit/oral-language-interventions</p>	<p>3,4,6</p>
<p>Small group and one to one support sessions in English and maths</p> <p>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/teachi</p>	<p>4,5,6</p>

	ng-learning-toolkit/teaching-assistant-interventions	
Regular small group reflection sessions to take place for disadvantaged boys to address the gender gap	Disadvantaged boys and disadvantaged students do not make enough rapid progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	3,6
Effective use of catch up funding to focus on groups of disadvantaged students where appropriate. Through alumni tutoring and small group teacher led tuition	Confidence of disadvantaged learners is increased and students make more progress in those subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,4, 7

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

Budgeted cost: £ 88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance, through monitoring SIMS reports. Regular communication with parents through PP team, HOYs, EWO	There is still an attendance gap between disadvantaged and non disadvantaged students A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress Some of our disadvantaged students have had less cultural capital opportunities https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf	1, 5

<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 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: £ 223,400

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.

English:

Pupils came out of English lessons to have focussed on small group support with an English specialist. Teacher liaised about what skills the pupils needed to focus on and the intervention teacher selected appropriate resources. Pupils were selected based on PP, SEN need and underperformance / teacher concern.

62% PP students met or exceeded their target grade following intervention.

The impact on confidence was one of the things that was positively reported by classroom and intervention teachers.

The sessions in a smaller group with greater capacity for one-to-one feedback made a huge difference to pupils and in many cases was reflected in their achievement.

Targeting PP pupils who demonstrated flair and skill in the subject resulted in some fantastic examples of pupils exceeding their target by some way. It really allowed them to demonstrate their full potential.

Having members of the department delivering the intervention meant that the tried and tested strategies that we have embedded in our practice to ensure quality first teaching, and no miscommunication about the approach the pupils should be taking.

Maths Support:

There have been 3 main strands to the support offered to Pupil Premium students this academic year: Small group intervention, In-class support, Online support available on demand.

Impact:

The feedback from the students receiving support has been overwhelmingly positive.

90%+ of the students found the support Helpful or Very Helpful.

80% of the students who received the highest level of support in year 11 outperformed their counterpart in their end of year TAG assessments (when compared to students who had similar scores in the December Mock Examinations).

Small Group Intervention:

This has focused on all years with group sizes ranging from 4 – 6 pupils. During the first term this was primarily directed towards year 11 and year 7.

The year 11 students were offered support after school and/or during form time. It was felt that pulling the students out of maths lessons may be counter-productive at this late stage of their education.

Year 7 students were given small group support during their maths lessons. Where 4 groups were given half an hour each on a weekly basis.

The second term saw some added support for years 8 and 9 as well as a continuation of the support for years 7 and 11.

A lot of the maths teachers were form tutors of years 11 and 13. Following the completion of their assessments, they have been utilised to give support during form times. This amounts to an hour of support a fortnight.

Maths In class support:

Use of teachers as extra support in classrooms has been ongoing since the start of the year. This was also heavily utilised during lockdown online teaching.

Teachers were allocated first to the classes where the students had demonstrated the lowest levels of engagement.

Classroom teachers directed the support and often used this as an opportunity to have small break-out groups.

All students who have received support were invited to join a Google Classroom where they could ask for help on any topics they were covering in class. The classrooms were monitored by teachers.

Feedback from Survey of disadvantaged experience during lockdown

100% had access to all lessons

94% had all the equipment needed to access lessons

94% learning and making good progress

90% receiving regular feedback in lessons on how to improve

94% knew where the support button was (6% followed up)

81 Laptops given out & 3 dongles

All departments evaluated and adapted their curriculums as part of their recovery plans and were given the opportunity to bid for money that could be utilised and used to support catch up from covid.

Hegarty Maths

Just Write Booklets

Maths targeted Booklets

PSHE external resources and speakers

Massolit Subscription English, History, Psychology, Politics

GL Assessments

Lexia

Staff Tutoring

Alumni Tutoring 2020-21

Round 1 - 226 pupils identified across Maths, English and Science across KS3 with a focus on PP/LAC/SEND/Low progress.

GL data and staff feedback used to group pupils and identify areas for improvement with their learning

42 hours of tutoring each week of a 7 week period - 296 hours

After half term this will increase as Year 10 sessions will also be allocated.

334 pupils selected for round 2 June-July for 5 weeks of tutoring

55 hours per week of tutoring

Total 2020-21 560 pupils 47% of Y7-10

A new 3 year strategy plan is being written in light of covid situation and new challenges faced. This will be updated by the end of January 2022

Externally provided programmes

Programme	Provider

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 2021_22