

Pupil premium strategy statement

School overview

Metric	Data
School name	Arden Academy
Pupils in school	1812
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£167,000
Academic year or years covered by statement	September 2020-August 2021
Publish date	Edited: September 2021
Review date	September 2021
Statement authorised by	D Warwood
Pupil premium lead	K Pemberton
Governor lead	Jennifer Whitehill

Disadvantaged pupil performance overview for last academic year* (CAGs due to global pandemic)

Progress 8	0.38
Ebacc entry	56%
Attainment 8	54.9
Percentage of Grade 5+ in English and maths	56.0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	IMPROVE PROGRESS 8 MEASURE AGAINST NON PP STUDENTS – PROGRESS FOR ALL (for similar schools in 2019 -0.2, Arden was +0.07)	September 2021
Attainment 8	Achieve national average for attainment for all pupils (for similar schools in 2019 42.8%, Arden was 43.5%)	September 2021
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools (for similar schools in 2019 35%, Arden was 30%)	September 2021
Other	Improve attendance to close the gap between	September 2021

	disadvantaged students and their non disadvantaged peers national average	
Ebacc entry	Better national average EBacc Entry for all pupils	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To provide high quality professional development for teachers to improve the quality of teaching for all students focusing on personalisation and the AMAT Core Teaching and Learning procedures.
Priority 2	To provide an effective online virtual learning offer and experience during periods of isolation and school closure, that allows all students to make continued levels of progress.
Priority 3	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.
Barriers to learning these priorities address	Use Diagnostic assessments to highlight literacy/maths levels in lieu of the KS2 SATs not taking place.
Projected spending	£15,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Monitor and improve literacy rates amongst disadvantaged 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.
Priority 2	Small group and one to one support sessions in English and maths

	Effective intervention taking place to support the needs of disadvantaged pupils.
Priority 3	Effective use of catch up funding to focus on groups of disadvantaged students where appropriate.
Priority 4	
Barriers to learning these priorities address	<p>Timings of groups/form time/staff available</p> <p>Disadvantaged boys and disadvantaged students do not make enough rapid progress</p> <p>Literacy is a barrier for students to make rapid progress in all subjects</p> <p>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 3 non-disadvantaged pupils following the lockdown period and the variation in the provision at KS2.</p>
Projected spending	£48,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing attendance, through monitoring SIMS reports. Regular communication with parents, HOYs, EWO
Priority 2	Remove barriers to learning to ensure opportunities for achievement.
Priority 3	Remove barriers to learning and support students to make correct behaviour choices leading to better outcomes, ensuring students have access to external services if necessary.
Barriers to learning these priorities address	<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>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>
Projected spending	£140,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Impact of potential staff absences as a direct result of Covid-19. Ensuring enough time is given over to allow for staff professional development.</p> <p>Maintaining staff and pupil mental health and well-being.</p>	<p>Timetable regular CPD/briefings into calendar. Add learning (or remote) walks/GPC into the calendar</p> <p>Analysis and staff voice during directed time to allow work life balance</p> <p>Monitoring of staff absence and identification of early/targeted support as appropriate through HODs/line managers</p> <p>Maintain the CPD and QA cycle</p> <p>Staff, student and pupil voice to inform action plan</p>
Targeted support	<p>Training of staff, timings, and attendance.</p> <p>Support and Intervention is delivered successfully ensuring staff and tutors have the appropriate skills to lead and deliver the sessions.</p> <p>Monitoring the impact of the interventions implemented</p>	<p>Ensure communication is clear through comms with Form Tutors/students/parents</p> <p>Allowing time for staff/ alumni tutors to be trained to deliver the online alumni tutoring.</p> <p>QA of resources used by HODS and postholders within departments</p> <p>Review of initial reading scores. Identify students who have low reading scores.</p> <p>Shared information with staff</p> <p>Access to accelerated reader programme.</p> <p>Tracking and monitoring systems in place through formative/summative assessment.</p> <p>Pupil voice to demonstrate that children are happy and engaged in their learning and to highlight any barrier or concerns.</p>

		Impact of interventions reviewed through termly pupil progress meetings with relevant stakeholders.
Wider strategies	Impact of global pandemic on attendance and confidence	<p>Within covid health and safety constraints ensure the school experience is as normal as it can be including QFT/ extra curricular activities.</p> <p>Behaviour management tracking documents</p> <p>Ensure students are happy and engaged in their learning making sure they have all the equipment and resources that they need in every lesson and for home learning</p> <p>Ensure there is access to external services where necessary</p>

Review: Last Years aims and outcomes:

Aim	Outcome
IMPROVE PROGRESS 8 MEASURE AGAINST NON PP STUDENTS – PROGRESS FOR ALL	Students achieved an increase in progress 8: 0.38 compared to 2019 where it was 0.07..
Achieve national Average for attainment for disadvantaged students	Achieved
Achieve average English and math 5+ score for similar schools	56%,
EBACC Entry	56% (higher than national average)
IMPROVE LITERACY RATES AMONGST PP STUDENTS WITH A FOCUS ON KS3 – YEAR 7 AND 8.	Accelerated reader., Lexia and Just Right have been successful in improving the rates including confidence. Data not included due to global pandemic
REDUCED EXCLUSIONS – EMOTIONAL HEALTH AND WELLBEING	Achieved
ATTENDANCE	Achieved to be above the national average (92.9%). However there is still a gap between disadvantaged students and their non disadvantaged peers