

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	Ark Elvin Academy
Number of pupils in school	1032 (Secondary pupils)
Proportion (%) of pupil premium eligible pupils	35.1
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rebecca Curtis
Pupil premium lead	Peter Cook
Governor / Trustee lead	Beki Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,063
Recovery premium funding allocation this academic year	£52,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£409,553

Part A: Pupil premium strategy plan

Statement of intent

At Ark Elvin Academy we want to ensure that all pupils, regardless of their background, leave our school confident, articulate, and culturally aware; able to pursue careers they are passionate about, contribute to society and live happy, healthy and fulfilled lives. We understand that for pupils with disadvantaged backgrounds, there can be many more challenges that they must face in order to access a full and broad curriculum, build their cultural capital and ultimately achieve exceptional outcomes.

We believe the most important facet in any child's experience of school are the lessons they experience every day. We therefore ensure our teachers have the skills, training and time to ensure they can teach excellent lessons to the children in their care.

Beyond lessons, we aim through our strategy to ensure our disadvantaged pupils develop the skills, habits and cultural capital their more advantaged peers might already possess, such as through enrichment and the broader non-academic curriculum.

Further, we recognise that some pupils require additional support – both academic and pastoral – and part of our use of pupil premium funding is filling those necessary gaps to allow pupils to flourish at school.

Challenges

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

Challenge number	Detail of challenge
1	Reading Age 53% of Pupil premium pupils read below their chronological age (vs a network average of 46% PP pupils reading below CRA)
2	Gaps in knowledge As a result of partial school closure – both during their time at Elvin and whilst at Primary School, pupils have significant knowledge gaps resulting in pupils falling further behind age-related expectations.
3	Attendance Our attendance data indicates that attendance among disadvantaged pupils is approximately 2% lower than for non-disadvantaged pupils. This trend has remained consistent post the school closures and throughout 21-22
4	EHCP Pupils A number of pupils, particularly in our lower year groups, have EHCPs
5	Social, emotional, behavioural and mental health challenges Pupils have social, emotional, behavioral and mental health challenges
6	Networking Many of our pupils do not have personal connections outside school through which to access work experience opportunities or to build a wider professional network prior to leaving school

7	<p>English as an Additional Language</p> <p>Many of our pupils are from EAL backgrounds and families cannot provide academic support in the same way non-EAL families are able to</p>
8	<p>Enrichment</p> <p>Our pupils do not have access to enriching experiences which can be very motivating for progress and achievement; for example, our pupils do not have the means to learn a musical instrument privately</p>

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 attainment for all pupils, particularly pupil premium pupils.	<ul style="list-style-type: none"> • %9-4 in English and Maths – 70% or better • %9-5 in English and maths – 50% or better • Pupil premium pupils make at least +1.0 progress and are in line with the progress of their non-pp peers • Increase the % of pupil premium pupils being entered for the full Ebacc
Reading age	<ul style="list-style-type: none"> • Improve average reading age in all year groups. • Increase the number of pupils with a chronological reading age in Yrs. 9 and 11 • Reduce the number of pupils in all year groups with a reading age of under 10.
Pupils make excellent academic progress in national tests	<ul style="list-style-type: none"> • No gap between PP and non-PP in national tests
Pupil attendance is high – above national average, and the same as for non-PP pupils	<ul style="list-style-type: none"> • PP attendance is at or above national average and non-PP attendance levels
Pupils with SEND, including SEMH, needs receive support required to flourish	<ul style="list-style-type: none"> • Pupils seen by the EP make progress in line with their peers and at or above national expectations.
PP pupils have access to enrichment that enhances cultural literacy	<ul style="list-style-type: none"> • All pupils experience enrichment to their curriculum experience and develop cultural literacy
Pupils' lives will be enriched by learning a musical instrument	<ul style="list-style-type: none"> • PP pupils who want to will learn a musical instrument

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff coaching programme.	Sam Sims et al research that instructional coaching is the best way to develop teachers.	1, 2, 4, 7, 10
GTR bi-annual observations and conferences.	As above, with the additional Gates foundation research around evaluating and improving the quality of teaching.	1, 2, 4, 7, 10
Weekly developmental CPD	The EPI report finds that high quality CPD is important for impact in the classroom and retention. Dylan Wiliam has written and spoken extensively on how and why to improve teacher quality. Doug Lemov <i>Teach Like a Champion</i> and Uncommon Schools impact reports support that well planned CPD develops teachers to get better at what they do.	1, 2, 4, 7, 10
Subject specific CPD run by Ark	Christine Counsell , Heather Fearn , Michael Fordham and others have asserted in various blogs that subject specific CPD is crucial to develop teacher subject knowledge so they improve what they do.	1, 2, 4, 7, 10
Curriculum planning meetings	Giving time and a format for teachers to plan lessons together , to focus on the key misconceptions pupils have and practice the most challenging parts of the lesson, is a practice currently undertaken in all Ark schools and we have found that this leads to improved teaching of subject content.	1, 2, 4, 7, 10
Embed the Reading Essentials strategies so all pupils have a reading age of 12 by Year 9 and 16 by Year 11 through CPD, coaching, planning and support to develop all pupils reading ages.	With over 400 pupils reading at 2 years or more below their chronological age, this is an immediate priority and a three year networks strategy. Both the EEF and the OUP Word Gap Report support targeted activity to improve reading in this group – and wider.	1, 2

	<p>In particular we will develop the tools to effectively diagnose the gap:</p> <p><i>“3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.”</i></p> <p>And though this is a school wide priority for all pupils we know that</p> <p><i>“However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.”</i></p>	
Mathematics and English Mastery	<p>This programme has a significant evidence base available here: https://www.arkcurriculumplus.org.uk/</p>	2
Heads of Year and Deputy Heads of Year	<p>Pastoral support for young people where needed enables them to better focus on their learning, as evidenced by Maslow’s hierarchy of needs.</p>	3,5,6

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist support for PP SEND pupils through 1:1 work and CPD for staff to embed strategies	<p>Our observations indicate that SEND/PP pupils have the biggest gaps in attainment at the of last year. Significant adaptation to planning is required to enable teachers to close those gaps in the moment and through the curriculum.</p>	1,2,4,5,
1:2:1 and Small group tutoring	<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of</p>	1, 2

	<p>the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Cognitive Behaviour Therapy to help pupils in Mathematics address their underlying belief in their capacity to access the subject	Cognitive behaviour therapy is a widely recognised approach to addressing problems by changing the way that you think and behave. It is recognised as an important tool by the NHS.	4, 5

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer	Our observations show that PP attendance rates are lower on average than non-pp (pp - 90.9% non-pp - 92.9%) Supporting disadvantaged pupils to be in school is an important step in closing the disadvantage gap. We track and monitor all pupils who receive EWO intervention to identify improvements in their attendance.	3
Attendance events and celebrations	Educational psychology suggests that increasing positive associations with school has a beneficial impact on school attendance and participation.	3
Breakfast club	There are a large number of studies which suggest eating breakfast has a positive impact on pupils' cognitive abilities. School is open from 07:45 each day for pupils to arrive early to a supervised Breakfast Club: A systematic review of the effect of breakfast on the cognitive performance of children and adolescents Published online by Cambridge University Press: 25 November 2009	3,5,6

Form time curriculum development to support pupils understanding of Mental health	Major national organisations such as The NCB advocate that developing pupils understanding of their own mental health needs can help pupils develop healthy practice and better resilience, particularly in response to challenges of the pandemic.	2, 3, 5
Dedicated staff to provide in school alternatives to exclusion. Work with a range of external partners to support families with a range of issues.	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.” EEF SEL evidence page</p> <p>Pupils with SEMH and disadvantaged pupils are furthermore likely to be expelled nationally:</p> <p>Timpson Review</p> <p>Premeptive work to develop pupils resilience, mental health and ability to remain in school will support our overall aims in reducing the disadvantage gap.</p>	3,5,6
Enrichment and extracurricular development to ensure access to a range of opportunities to develop cultural capital.	<p>Ofsted have prioritised a broad curriculum & wider educational experiences for children based on strong evidence that this is beneficial.</p> <p>We believe that all pupils, regardless of economic constraints, should have the opportunity</p> <ul style="list-style-type: none"> • to try new activities • develop mastery and discipline through being part of a team or become an expert in a sport, art or field of thought. • Have fun while doing so <p>We think an enriched curriculum is not limited to extra-curricular activities – through trips, carefully planned segues and speakers or talks, the curriculum can be brought to life for all pupils.</p>	3,5,6
Access to music	<p>All pupils regardless of economic background should have access to instrumental lessons.</p> <p>There is some limited support that access to arts participation is valuable.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	8
First Give	This programme is believed to develop pupils’ global awareness and social consciences https://firstgive.co.uk	6,8

Total budgeted cost: £ 409,553

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.

Pupil premium strategy outcomes

Measure	2018-19 (last examined year)			2020-21 (Centre Assessed Grades)			21-22 (Full examinations)		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
En/Ma 4+	52%	45%	+7%	64%	63%	+1%	60%	68%	-8%
En/Ma 5+	30%	27%	+3%	43%	39%	+4%	39%	51%	-12%
En/Ma 7+	13%	5%	+8%	17%	15%	+2%	8%	12%	+4%
P8	-0.03	+0.67	-0.70	+0.46	+1.26	-0.80	+0.29	+1.22	-0.9
EBacc achieved	13%	16%	-3%	19%	20%	-1%	18%	29%	-11%
Average grade	4.6	4.1	+0.5	4.9	4.7	+0.2	4.6	4.9	-0.3

Academic outcomes

This table details the impact that our pupil premium activity had on results in the 21-22 academic year compared to the last published data (in 2019) and to last year, when exam results were awarded by schools based on a careful assessment of pupil progress through rigorously set assessments. Ark Elvin Academy continues to be a rapidly improving school and this is clear from the results this academic year.

We are proud that our pupil premium pupils secured a higher English and Maths 7% result than our non-pupil premium pupils, but there is a gap in 21-22 between our pupil premium and non-pupil premium headline measures. The results for all pupils, including pupil premium pupils, have significantly increased since 2019, a reflection of the hard work and the rapid improvement within the school.

Our goal is to secure national average GCSE attainment, and +1 grade of progress, not just for our PP cohort but for all pupils at Ark Elvin Academy – while continuing to ensure that economic disadvantage does not lead to diminished educational outcomes.

Attendance

In spite of the pandemic and national attendance to school below 90%, Ark Elvin pupils maintained 92.9% average attendance, with pupil premium pupils at 90.9% - significantly above both the national (84.9%) and network average for pupil premium attendance, due to the additional measures of additional pastoral support officers, Heads of Year, and an Education Welfare Officer. This figure is a drop from the previous academic year, reflecting the challenges in getting pupils to return to school after the pandemic.

There has been progress in our persistent absences for pupil premium pupils, which stood at 24.7% last year, compared with non pupil-premium at 32.4%

Pastoral

As the pupils returned to school after the school closures, we were able to offer a full pastoral programme that focused on pupil well being and well as a full PSHE Programme. Through the partial school closure in 2020 we were able to offer a full pastoral program with contact, maintained between form tutors and pupils, assemblies celebrating success in lock down learning and highlighting avenues for support, and form time resources developing pupils' capacity to manage the stresses and strains of the pandemic. Pupils' well-being was central to our online offer, and this consequently allowed us to return to school well following lockdown.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Grit	Grit – resilience coaching
Coachbright	Academic mentoring
The Brilliant Club	Academic tutoring
Get Further	1:1 Maths and English tuition
MyTutor	1:1 Maths, English and Science tuition
Human Utopia	Who are You? team building day

