"Growing together, reaching higher"

PUPIL PREMIUM STRATEGY STATEMENT

2021 - 2022

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 Boulton Academy
Number of pupils in school	911
Proportion (%) of pupil premium eligible pupils	65% (593)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Daniel Richards, Head of School
Pupil premium lead	Farzana Ahmed, Vice Principal
Governor / Trustee lead	Mark Gregory, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£536,710
Recovery premium funding allocation this academic year	£82,209
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	£618,919

Part A: Pupil premium strategy plan

Statement of intent

Ark Boulton's intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high outcomes, across the curriculum. Additionally, it is our intention that by the end of each pupils' journey with us, they have developed their character so that they are prepared for life beyond Ark Boulton as respectable citizens. This work is embedded through our virtues which are part of the DNA of Ark Boulton Academy; it is at the core of everything we do and what underpins our purpose and mission.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. In addition, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils as well as the supported our most vulnerable students with their mental health, improving attendance and building relationships with the wider community/families of our students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure that:

- All teachers plan rigorous object driven lessons and intellectually prepare for these to ensure that all students are challenged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, behaviour and attendance

Challenges

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

Challenge number	Detail of challenge
1	Students at Ark Boulton Academy enter secondary school with academic outcomes that are below that expected nationally. Assessments on entry to Year 7 in the last 5 years has been significantly lower than that of their peers nationally.
2	Results from NGRT reading tests show that many students, from across all year groups, are below their chronological reading age. Only 50% of students are at or above their reading age across the academy.
3	Attendance within the academy has declined due to the impact of Covid, particularly for our PP students. In recent years, Ark Boulton attendance has been above national with PP funding used to increase attendance rates (96%).
4	Health and well-being of Ark Boulton students remains a key priority due to the high levels of deprivation associated with the local area. In addition, the national lockdown and school closures has meant that students have not had access to their physical education lessons or any enrichment, which for many students, is their only form of physical activity. ONS data suggests that the locality is amongst the top 10% for numerous and multiple deprivations, including: crime, health and housing
5	The progress and attainment of SEND pupils is not as strong as their non-SEND peers. Ark Boulton is a Physical Disability academy with a number of students both with EHCPs and a large number of students assessed to be requiring additional school support
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by Covid related bereavements, anxieties about catching Covid or exposing vulnerable members of family to Covid. These challenges particularly affect disadvantaged pupils, especially those living in multi-generational households.
7	Due to the nature of our student families and local community, upskilling families in how to support their child at home is required to support the academy in its mission that 'it takes a whole community to bring up a child.' Working with parents and carers is important so that are able to support their child at home so that they attend school every day, access online learning to complete homework and revision. Ark Boulton supports a community with a large number of EAL families presenting as a school cohort with 73% EAL 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
Outcomes at the end of KS4 show that there are diminishing differences between the performance of Ark Boulton PP and SEND pupils and all pupils nationally.	By the end of our current plan in 2024/2025: • Student outcomes for all students, including those disadvantaged will fall within the top 5% of schools nationally. • SEND students will make progress in line with their non-SEND peers so that they are able to confidently move to the next stage of their education
Improved reading of disadvantaged students by the time they complete KS3 so that they can better access the curriculum at KS4	NGRT reading test data demonstrates rapid progress for students that are below their chronological reading age (15 months per year) Students that are already reading at their chronological age will 'keep up' making 12 months progress in an academic year
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	• Student attendance is at or above 95% for all students. • Attendance of PP students at Ark Boulton is, at least, in line with all students nationally and non-PP students within the academy.
To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged	Sustained high levels of wellbeing by 2024/2025 demonstrated by: • Qualitative data from student voice (Edukit) reports satisfaction levels that are at least in line with national • Parent voice is evident in increasing numbers and levels of participation • Every student has engaged with an enrichment activity in the academic year
Behaviour continues to improve so that there are further reductions in the number of exclusions of PP students and the difference continues to diminish.	Exclusions at Ark Boulton are low (below national averages) with PP students no more lilkey to be excluded than non-PP students Detention data shows an overall decrease in the number of detentions that are recorded for PP 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: £264,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching of teachers needing further support to improve the teaching and learning within their classroom. Appointment of coaches in core subjects: English, Maths and Science	Effective Professional Development plays a crucial role in improving classroom practice and in turn student progress and outcomes. In particular, Instructional Coaching is the most effective form of PD for a teachers and leaders: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://www.ambition.org.uk/blog/what-instructional-coaching/	1, 2, 5
Purchase of a diagnostic formative assessment tool. Training on how to use this and how to interpret data to close gaps in student knowledge will be provided	Regular formative assessments (diagnostic) can provide reliable insights into the specific strengths and weaknesses of each pupil as well as group and cohorts of students to help teachers and leaders plan to close gaps in student knowledge: https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	1, 2, 5
Appoint a Director of Enhanced Provision (teaching) so that a quality first teaching approach is embedded across the academy to secure better progress and attainment for SEND students	High quality teaching together with Profession Development for teachers on good practice targeted support for those with complex needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 5

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

Budgeted cost: £140,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic.	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 (+5 months progress): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups (+4 months progress): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Reading/phonics intervention (Fresh Start) for students with reading age below 9	Phonics approaches have been consistently found to be effective in supporting pupils with low reading ages to master the basics of reading (+5 months of progress): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Reading Comprehension intervention (SRA) to support comprehension skills	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read so that they can access the curriculum (+6 months progress): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Purchase of 'Lexia' to improve student literacy	Providing high quality literacy interventions for students supports students with the weakest levels of literacy, particularly in KS3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Purchase of Hegarty Maths to support student progress and attainment in Mathematics	In Mathematics, teachers need to balance introducing new content with pupils' need to spend time revisiting content. Hearty Maths allows students to consolidate learning so that they can master it: https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics	1, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School for students starting year 7 and year 10	Summer school to support students as they transition into the next key stage (+3 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 4, 5, 6

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

Budgeted cost: £214,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a family liaison officer to work closely with families that need more targeted support	Parental engagement where families are offered more intensive support because they are in crisis (+ 4 months progress): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 6, 7
Appointment of two mental health leads to work with individual students who need more intensive support Appointment of a School Counsellor	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. In particular, this approach is targeted at pupils with particular social or emotional needs (+4 moths progress): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 6
Appointment of Welfare Leads with a primary focus on attendance to ensure all students attend school, every day	Ensuring there are clear and consistently applied systems and processes to improve, reward and incentivise attendance is key whole school approach to ensuring students attend school every day. Resourcing this area appropriately to create, build and maintain systems and performance is key: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3
Appointment of Behaviour for Learning Leads in each year group (x5)	Behaviour interventions improve attainment by reducing challenging behaviour in school by developing a positive school ethos and increase the level of engagement in lessons (+ 4 months of progress):	1, 5, 6, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
Increased parental engagement through School Cloud and face to face meetings	Parental engagement to support students with their learning at home as well supporting parents to upskill themselves in their role as a parent (+4 months of progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4, 6, 7
Purchase of My Child at School parent communication app	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Introduction of additional enrichment activities to support pupils' health and wellbeing and confidence	The effect size of Enrichment on overall student progress and attainment is +0.39 https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/	4, 6

Total budgeted cost: £ 618,919

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.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils was lower than their non - disadvantaged peers, in all year groups.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, through the use of our Virtual Academy where students accessed asynchronous lessons and through the synchronous live lessons provided to all students.

Overall attendance in 2020/21 was lower than in the previous years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 4% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils via our Welfare Team and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A