

“It takes a whole community, to bring up a child”



Ark Boulton Academy

“Growing together, reaching higher”

Pupil Premium Policy
October 2020

Ark

The word 'Ark' is written in a large, black, serif font. Below the letters are four solid blue dots arranged in a horizontal row.

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Information

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018/ 19	Farzana Ahmed	Daniel Richards		Julie Farr
2019/ 20	Daniel Richards	Farzana Ahmed		Vanessa Willms

Policy review dates

Review Date	Changes made	By whom
June 2016	Policy created.	Daniel Richards
October 2017	Update of impact statement	Daniel Richards
May 2017	Policy Reviewed	Daniel Richards
October 2017	Policy Reviewed and impact audit completed	Daniel Richards
September 2018	Policy Reviewed and impact audit completed	Daniel Richards
September 2019	Policy Reviewed and impact audit completed	Farzana Ahmed
October 2020	Policy Reviewed and impact audit completed	Daniel Richards

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2017		Julie Griffiths

Dates of staff training for this academic year

Dates	Course Title	Staff
February 2016	ELT Strategy Sharing	ELT
September 2017	Performance Management	Teaching
September 2018	Pupil Premium Quality First Teaching	DR

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Ark Boulton Academy Policy for Pupil Premium

Introduction:

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils from Reception Class age to Year 11 (5-16 years old) who have been:

- registered as eligible for free school meals at any point in the last 6 years
- been in care for 6 months or longer

The PPG per pupil for 2019 to 2020 is as follows:

Disadvantaged pupils	Pupil premium per student
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300

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Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
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Service children	Service Premium per student
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Allocations are made based on the school which the eligible pupil attends at the time of the previous January school census.

For the current academic year, every school and academy must publish the following information:

- The academy’s pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you’ll spend the pupil premium to address those barriers and the reasons for that approach
- how you’ll measure the impact of the pupil premium
- the date of the next review of the school’s pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Funding

Indicative amounts allocated to Ark Boulton for Pupil Premium (2020-21) stand at £532,890 an amount that has been determined from current Pupil Premium numbers and at £935 per student.

Total number of pupils on roll (Year 7 – 11)	904
Total number of pupils eligible for PPG	558
Amount of PPG received per pupil (£)	£935
Total amount of PPG expected (£)	£532,200
Total amount of PPG allocated (£)	£532,890
Projected balance (£)	£690

Table 1: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021>

In the first half of each autumn term, we will publish the impact of the previous year’s Pupil Premium grant expenditure and a projected plan for expenditure for the coming year.

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Principles:

- We aim to secure the highest possible attainment for every child and student
- In order to achieve this, our practice is focused on closing all gaps that may occur between disadvantaged children and others.
- Our aspirations are high for **all** our children and students. In order to improve their employability and realise their ambitions we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes
- We ensure that teaching, learning and progression opportunities meet the needs of all of our pupils/students;
- We ensure that appropriate provision is made for pupils/students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure that the Pupil Premium funding is used to support any pupil or groups of pupils the school has legitimately identified as being ‘disadvantaged’. At least 65-75% of any group will be made up of FSM children;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- Ark Boulton will develop a set of objectives that are quantifiable and will ensure that the impact of the Pupil Premium spend can be measured effectively (appendix i)

Provision:

- The range of provision the Governors consider making for Pupil Premium-funded groups will/could include:
 - Pre and post academy activities that build motivation, engagement and improve opportunities for effective teaching and accelerating progress;
 - Providing small group work with an experienced teacher focussed on overcoming gaps in learning;
 - Additional teaching and learning opportunities provided through 1-1 teaching assistant support
 - Use of national tests to assure the effectiveness of the curriculum and to moderate the assessment of the core subjects
 - Additional teaching and learning opportunities provided through 1:1 mobility assistants.
 - The deployment of skilled and impact-tested external agencies and work programmes that specialise in narrowing gaps and improving outcomes for disadvantaged children and young people (Ahead Partnership).
 - Use of phonics programme (Fresh Start) and a curriculum that supports increased reading opportunities.
 - The development of a strong pastoral team that includes a safeguarding lead.

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- All our work through the pupil premium will be aimed at accelerating progress, moving students to at least age related expectations and/or attaining in line with the national average so that they have a choice of attending university or gaining a career of their choice
- Provision will not be aimed at statemented children as funding for need is already in place.

Evidence of What Works:

The Education Endowment Foundation has produced a teaching and learning [toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an evaluation tool to help schools measure the impact of the approaches they are using. Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

Reporting:

- It will be the responsibility of the Principal, or a delegated member of senior staff, to produce regular reports for the Governing Body and Ark which show the impact of the use of the funding – this must be displayed on the academy website as part of the Academy Statement (see PP statement). Such reports will include, as a minimum:
 - The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
 - An outline of the provision that was made since the last meeting
 - An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
 - The impact of pupil premium funding on attainment of these groups will be included in the Pupil Premium Statement on the academy website
- The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education (TBC) and will appear on our academy website

Appeal:

Any appeals against this policy will be through the governor’s relevant complaints procedure.

Our allocation in 2020/ 2021 for the Pupil Premium was £532,890

This expenditure focused upon the implementation of support in: reading, writing, maths and aspirational work alongside specialist reading recovery support for disadvantaged pupils.

Signed:

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Chair of Governors

Date: September 2020

Strategy:

1. Summary Information					
School	Ark Boulton Academy				
Academic Year	2020-2021	Total PP budget	£532,890	Date of most recent PP review	October 2020
Total Number of Students	904	Number of students eligible for PP	558	Date for next internal review of this strategy	May 2021

2. Current Attainment		
	Ark Boulton PP Students (previous year)	National Average (all pupils, DfE SFR01/2019)
% Achieving basics	59% (+6%)	Awaiting publication of DfE SFR 2020
% Achieving Ebacc	8% (-2%)	Awaiting publication of DfE SFR 2020
Progress 8 score	Not published 2020 due to Covid	Awaiting publication of DfE SFR 2020
Attainment 8 score	46.7 (+4.6)	Awaiting publication of DfE SFR 2020

3. Barriers to future achievement
<p>In school barriers</p> <ol style="list-style-type: none"> 1. Students at Ark Boulton enter secondary school with academic outcomes that are below that expected nationally all year groups are expressed as Sig- 2. Results from NGRT reading tests show that a majority of students from across all year groups are below their chronological reading age – this appears to be declining further potentially through covid absence 3. Attendance at the academy, historically was below national average with PP students attending less than non-PP students however this is a rapidly improving picture and as a result of PP funding allocation attendance is now strong 4. Students across the academy do not demonstrate the cultural capital of those from more privileged and this lack of breadth in their knowledge of the wider world can hinder their progress 5. Ofsted have previously recognised that some of our students demonstrate poor social skills and exclusions at the academy have been high in previous years, however this is a much improved picture. ABA considers it necessary to continue to support improved behaviour and reduced exclusions. 5. The percentage of students that attain the basics is too low

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External barriers

1. Students have few opportunities to experience a wide range of events or activities outside of those normally associated with their community or demographic.
2. Though relations have improved local perceptions of the academy, due to legacy issues and media representation remains a feature of academy development.
3. The ethnicity and background of the student cohort necessitates the development of a virtues-led PSHE/ programme
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.
5. Significant deprivation with most students living in the ward of Sparkhill
6. Disadvantaged students are seen as most at risks to the challenges and issues associated with Covid, in particular increasing gaps in learning and increased hardship levels impacting on student mental health

Desired outcomes

1. NGRT reading test data demonstrates rapid progress with students improving their SAS by +2 or reading age increase to exceed months expired between tests
2. All PP students have the opportunity to take part in extra-curricular/ enrichment activities and an external academy visit
3. Outcomes at the end of KS4 show that there are diminishing differences between the performance of Ark Boulton PP students and all students nationally
4. Attendance of PP students at Ark Boulton is in line with all students nationally and non-PP students within the academy
5. Behaviour continues to improve; there are further reductions in the number of exclusions of PP students and the difference continues to diminish
6. An increase in the percentage of Year 11 students that attain a strong pass in their English and Mathematics GCSEs

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Review of Expenditure 2020-21:

Ark Boulton Academy saw improved outcomes for PP students through a number of key targeted metrics.

Exclusions

The number of exclusions of PP students has reduced significantly and the difference between PP and non-PP has diminished significantly, year on year, since 2015 however the year 2019-20 has seen an increase though the gap has closed between the percentage of PP and no-PP students that have received 1+ fixed term exclusion

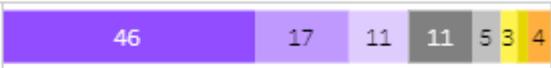
2019 – 2020

Pupil Premium	Pupil Premium (584)		6.3	9.6
	Non-Pupil Pre.. (345)		5.5	6.1

Attendance:

The attendance of Pupil Premium students has improved with Ark Boulton PP students exceeding the national average for attendance of all students nationally (97% Vs 94%). The gap between PP and non-PP has also reduced to just 0.1% difference

2019 – 2020

Pupil Premi..	Non-Pupil Premium (383)		97.0	9.1
	Pupil Premium (536)		96.9	6.9

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Achievement Outcomes:

Year 11

Progress 8 score of PP students is stronger than non-PP

PP student progress in both English Language and Literature is above national expectations (+1.05)

There was an 8% increase in the PP students achieving the basics at GCSE (53% to 61%).

Progress of students across measures shows PP students outperforming non-PP

NB: It should be noted that progress figures are generated through the Ark model due to national performance data not being published 2020 due to impact of Covid

Boulton - Age Related - Exam Result - KS4 Performance Measures Summary Dashboard



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Ark Boulton Projected Pupil Premium Spend 2020-2021

Action #	Pupil Premium Used For:	Year Group	Amount Allocated to the intervention Action	Is this a new or continued activity/ cost centre	Brief summary of the intervention including details of year group, students and timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced? Relate this to Raise Online 'Closing the Gap' report and Academy data	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?	WHO	Line Manager
1	2 Welfare/ Mental Health leads	Lower School	50,000 (part payment of salaries)	New (2 year fixed term)	leaders to support with the increased number of student welfare issues raised through Edaware specifically mental health related	Reduce the numbers of students reporting high levels of anxiety or mental health issues that could be related to circumstances associated with Covid	Downward trend in the 2 nd term of students reported through Edaware	Edaware termly trend	RHI	DR
2	Teaching and Learning used to increase outcomes across all groups within the academy – Introduction of Intellectual Preparation	Years 7-11	FREE	Continued	Teacher PM targets to address PP achievement. Target explicit refers to no gap greater than 0.1	As per individual targets	Line managers to monitor through PM regime	<summer 2 KS3 progress figures> <summer 2 Year 11 outcomes>	CE	HC
3	2 additional English teachers	Years 7-11	£70,600	Continued	to support additional curriculum allocation and focused literacy support (Year 7-11)	The achievement of PP students is improving in the subject on a term-by-term basis as a result of stable staffing	Academy data to be monitored and tracked through SLT and English faculty lead	<summer 2 KS3 progress figures>	FA	DR

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4	2 additional Mathematics teachers	Years 7-11	£70,600	Continued	To support additional curriculum allocation	The achievement of PP students is improving in the subject on a term-by-term basis as a result of stable staffing	Academy data to be monitored and tracked through SLT and Mathematics faculty lead	<summer 2 KS3 progress figures>	AMW	MDE
5	Additional 1:1 numeracy teacher	Year 7-9	£17,000	Continued	To support additional curriculum allocation and focused numeracy support (Year 7-9)	The achievement of PP students is improving in the subject on a term-by-term basis as a result of stable staffing	Academy data to be monitored and tracked through SLT and Mathematics faculty lead	<summer 2 KS3 progress figures>	AMW	CE
6	Student Support Leaders x 5	Years 7-11	£ 143k	Continued	To support Director of Culture and ethos in improving attendance and behaviour and to ensure no divergence, in the areas of attendance and behaviour between PP and non-PP students. (Year 7-11)	Exclusions and attendance of PP reflects that of their non-PP peers and are positive in comparison to national standards	Attendance and behaviour data tracked and monitored - interventions as appropriate coordinated and delivered via pastoral leads	<Academy Attendance charts>	AP	DR
7	School Councillor facilitation	Years 7-11	£25,000	Continued	Social emotional support for all students, as required	Improved students behaviours including a reduction of PP students involved in bullying incidents	Monitoring of academy bullying incidents and referrals	<Academy exclusion figures>	TBC	RHI

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9	Safeguarding	Years 7-11	£36,000	Continued	Whole-school support and training with regard safeguarding agenda. Child protection caseload	Student behaviour information will show no determinable difference in the numbers of students that are both victims and perpetrators of all types of bullying	Bullying and FTE data tracked	<Academy exclusion figures>	RHI	DR
11	Assistant Principal in charge of character development	Years 7- 11	£50,000	Continued	Creation of a Virtues curriculum to support the teaching of the academy values and oracy	Virtues rubric is used to assess student performance within the curriculum and shows an attainment increase point-to-point	Design, training, monitoring, reporting and review of the Virtues curriculum	<Bromcom assessment screen outcomes>	HA	CEW

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12	Attendance Officer Support	Year 7-11	£20,000	Ongoing	First line of communication between academy and family with regard to non-attendees (Years 7 -11)	Student attendance is improving to exceed national average, diminishing difference and achieving academy targets	Academy attendance data	<Academy Attendance charts>	MA	AP
13	2 Welfare/ mental health workers	Lower School	50,000	New (2 year fixed term)	leaders to support with the increased number of student welfare issues raised through Edaware specifically mental health related	Reduce the numbers of students reporting high levels of anxiety or mental health issues that could be related to circumstances associated with Covid	Downward trend in the 2 nd term of students reported through Edaware	<Edaware termly trend>	RHI	DR
Projected Spend			£ 532,200							
Projected Allocation			£ 532,890							
Difference			£ 690							

Area of development to accelerate progress in 2020 - 2021

The onset of the Corona Virus pandemic has brought with it challenges that will be more pronounced with our PP cohort. The extended absence from the academy has resulted in students developing gaps in their learning. Disadvantaged students will potentially experience considerable barriers through the covid period, such as hardship, increased levels of anxiety and mental health issues and the lack of equity and opportunity to access the curriculum due to IT resources at home. The academy has a digital strategy that will attempt to address student curriculum needs and support home learning and the PP funding will be used to support the social and development needs of the students through increased additional pastoral spending.