

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Academy.

School overview

Detail	Data
School name	ARK Putney Academy
Number of pupils in school	Years 7 -11 729
Proportion (%) of pupil premium eligible pupils	52.6%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	17 th October 2022
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Principal - Alison Downey
Pupil premium lead	Jacqueline White
Governor / Trustee lead	Ark Governance Team

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,240
Recovery premium funding allocation this academic year	£105,984
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	£484,224

Part A: Pupil premium strategy plan

Statement of intent

Our key focus is to provide a high-quality education to all students. This involves training all staff to be better able to deliver a curriculum that focuses on the academic, pastoral and cultural needs of the students. At APA, where students start with a lower attainment, it is to ensure that they make accelerated progress as they move through the school and onto the next stage of their education. Our approach is to ensure that we spend our premium spending, primarily on improving the quality of education students receive in line with research from the Education Endowment Foundation) and adopt a child centred approach which involves targeted intervention and the provision of wider opportunities to address academic, pastoral and cultural gaps where needed. The high level of socio-economic disadvantage that exists within the school means that a targeted approach is required.

Our strategy is based on improving life chances and reducing the gaps between students in receipt of pupil premium funding. Our focus is on attainment, attendance, behaviour incidents, wellbeing, and access to wider opportunities. Our plan is based on lessons learned from previous years, continuing to use these strategies and focussing on what needs to be implemented in the light of current circumstances for our students. These will all be tracked throughout the year and reviewed.

What is Pupil Premium Funding?

Pupil Premium funding is allocated to improve the education outcomes for disadvantaged students in schools in England. Disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as their peers. Students who are eligible for Pupil Premium funding are those who are eligible for free school meals or have been in care, including pupils who have been adopted from care, who have left care, and children who are looked after by the local authority. Children of service personnel serving in HM Forces or has retired on a pension from the Ministry of Defence are eligible for Service Pupil Premium.

Pupil Premium in the 2022 – 23 Academic Year

Due to the disproportionately high impact of COVID 19 on the education of disadvantaged pupils, the Recovery Premium is an additional payment for students eligible for Pupil Premium and will be encompassed into the Pupil Premium Strategy. In writing our strategy, we have taken into consideration the specific impact on our students of COVID and have aimed to address this.

Pupil Premium Strategy

The Pupil Premium Strategy outlines how we aim to improve the progress and attainment of our students, drawing on research evidence. This is then mapped under the following headings: **Teaching, Targeted Academic Support, and Wider Approaches**.

In order to achieve our aims, all staff at APA focus on supporting our disadvantaged students to make accelerated progress and reach higher levels. To do this, we analyse which students are underachieving, particularly in English and Maths and where and why. We draw on research evidence, including the Education Endowment Foundation and our own and others' experiences to inform our strategy. We focus on activities that are most likely to have a significant impact on improving progress and achievement. Well targeted support includes addressing attendance, behaviour, student wellbeing and links with families to improve the outcomes for all students.

We ensure that Quality First Teaching is at the forefront of everything we do. We frequently use achievement data to monitor which strategies are working and adjust them accordingly. Through careful, effective monitoring and evaluation we are able to track the impact of every aspect of the spending on the outcomes for students. The Senior Leadership Team has a clear overview of how the strategy is making a difference it is making to the outcomes for students. Class and subject teachers know which students are eligible for pupil premium and have responsibility for accelerating their progress. Teachers, support staff (particularly teaching assistants) are highly trained and are helping students to achieve. Through training, staff are better able to meet the needs of students through a curriculum that addresses the academic, pastoral and cultural needs of the students. Governors are also involved in the process enabling them to hold the school to account.

Challenges

The needs of the children eligible for Pupil Premium Funding are varied. Generalisations should not be made regarding the type of disadvantages that students whose family are eligible for Pupil Premium may face. Some are very high attainers; some come to school significantly behind age expected levels of attainment; some live in very challenging home environments, others do not. Pupil Premium students can often face one or more of the following challenges: a) low levels of literacy/numeracy b) very few books at home c) cramped home conditions which make independent study a challenge d) lack of opportunities to learn beyond the taught curriculum e) lack of money for resources/equipment to support the curriculum.

This details the key challenges to achievement that at APA we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	To improve the progress of all Pupil Premium students
2	To improve attendance
3	To improve their reading age and literacy levels
4	To address wellbeing, mental health and safeguarding concerns
5	Access to enrichment and wider opportunities to develop cultural capital

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
1. To reduce the progress and attainment gap between students in receipt of PP and those without	Reduce the progress 8 gap between students eligible for PP and those not eligible to less than 0.2 grades per subject
2. To improve the attendance of pupil premium students	At least 95% attendance for students eligible for PP
3. To increase the number of students with a chronological reading age in years 7 -11	Reading age data in July 2023
4. To reduce the number of students in all year groups with a reading age of less than 10 years.	Reading age data in July 2023
5. To support students' social and emotional mental health.	This will be evident in progress, attendance and behaviour/exclusions data
6. To develop cultural capital through access to trips, enrichment and wider opportunities	Students will attend at least one trip per year and participate in at least 3 enrichments

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: £196,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver high quality teaching and learning by further embedding the Great Teacher Rubric.</p> <p>Provide high quality CPD for all staff</p> <p>Provide coaching and mentoring for teachers, particularly trainees and new staff.</p>	<p>EEF research shows that the most important factor which affects academic outcomes for students is the quality of teaching they receive, particularly for students from disadvantaged backgrounds</p> <p>The Great Teacher Rubric ensures a consistency of approach to teaching and learning and its evaluation leads to well informed, differentiated CPD for staff</p> <p>High quality training for coaches leads to an increase in the impact and consistency of GTR</p>	1
<p>Embed the Reading Programme/Strategy - strategies will be used by all teachers in all subjects</p> <p>Reading across the curriculum – a programme with emphasis on vocabulary and keywords in all subjects. To ensure students read longer texts and improve comprehension.</p>	<p>Evidence that vocabulary proficiency and reading skills are linked to high levels of background knowledge is extensive. A high proportion of disadvantaged students are more than twice as likely to be diagnosed with a language/communication problem.</p> <p>Research shows that a dedicated, consistent whole school reading strategy will improve the reading ages and comprehension</p>	1, 3, 4, 5
<p>Employ a reading co-ordinator to lead on the Lexia and Fresh start programmes</p>	<p>This will ensure that all students are screened to ensure that the students are on the correct reading programme to make maximum progress.</p> <p>The reading co-ordinator will train staff to deliver the programmes and monitor progress.</p>	1,3,4,5
<p>To focus on curriculum development across all subjects with a focus on</p>	<p>Curriculum development and assessment will ensure knowledge gaps</p>	1

high quality assessment and closing the knowledge gaps This will include CPD for middle leaders	are identified and interventions can be put in place to improve outcomes.	
Time for Intellectual Preparation for all teaching staff and TAs. CPD and support for Intellectual Preparation	Co-planning and intellectual preparation will help close gaps in knowledge so students can make rapid progress CPD and support for Intellectual Preparation will ensure rigour which leads to progress in all subjects	1
Intellectual Preparation for reading groups will ensure consistency of practice	Consistency of practice leads to improved teaching and learning and will improve student reading ages.	1, 3
3 dedicated periods of reading to be part of the tutor time curriculum. This will equate to over 1 hour per week.	Schools in the English network have successfully trialled this approach. Dedicated periods of reading on the curriculum has been shown to improve reading ages	3
Tutor Time Reading - supported by training activities for tutors to implement it consistently across all year groups	Reading comprehension strategies can result in very high impact in terms of progress according to EEF. Around 50% of our students join us significantly behind their chronological age as a reader. Tutor time reading serves the purpose of modelling the joy of reading and how to read whilst giving access to wider vocabulary and writing styles	1,3, 5
To develop the Academy Assessment Cycle to forensically close gaps in prior learning. Continue to develop diagnostic assessments to support Teaching and Learning	Gaps in knowledge are unpicked and addressed in Intellectual Preparation sessions to allow effective feedback, re-teach and development of short-term and medium-term plans Evidence from EEF research shows that detailed diagnostic assessments have a positive impact on progress	1 1
Specific department CPD for years 7-10 Mastery subjects	High quality CPD for English, Maths and Science teachers will ensure consistency of approach and lead to improved outcomes in the KS3 English, Maths and Science Mastery curriculum.	1
CPD for all staff on analysing pastoral data, carrying out reconciliations and Restorative Justice	This CPD will ensure that Middle Leaders are skilled in analysing pastoral data for their depts, staff are skilled in restorative meetings and conversations which will all reduce learning time that is lost and reduce internal/external exclusions from the classroom.	1, 4
CPD for all staff on the teaching of SEND students, including the use of student passports, adaptation of	Research shows that the correct interpretation of the student passports and working effectively with the TAs in	1, 2, 4

lessons and quality first teaching for all.	the classroom improves progress and results	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Programme for KS3 students, including Expressive Writing and SRA.	There is a significant crossover between students with levels of literacy below their chronological age and those eligible for PP. Many students regressed in their reading ages due to COVID. The Reading strategy and Literacy programme will support this.	1, 3
Lexia Reading Programme for 45 targeted KS3 students	This is a personalised programme and is proven to improve reading ages for students with a reading age below their chronological age.	1, 3, 4
FreshStart reading Programme for students with a reading age of below 9.	A personalised programme proven to improve reading ages.	1, 3, 4
1:1 and small group provision of phonics and reading interventions Use of TA's for daily, intensive literacy/reading interventions for targeted students	Some of the students need targeted literacy support to catch up. This is a programme which we have developed and has shown to have positive impact. Students with reading ages below 9 will have daily interventions including, phonics, reading and a literacy programme.	1, 3
Year 11 targeted interventions Targeted intervention in year 11 for English and maths. This will include external support for individuals. Students will also receive 1:1 intervention/booster from external, specialist agencies/tutoring. Visits to universities and business placements to improve engagement and aspirations	We want to provide extra support to maintain high levels of progress and attainment. Students will be identified and will have individualised plans from the year 11 team and departments. Small group/1:1 interventions with highly qualified staff are known to be effective in improving the outcomes of students.	1, 4, 5
Year 11 intervention sessions for all subjects	PP students often need support in engaging in their studies and small group, targeted interventions have a positive impact on their outcomes as well as to help close knowledge gaps.	1, 4

Revision packs, books, equipment and trips and visits will be subsidised or paid for	PP students must have equal opportunities	1
Targeted, supervised homework club 3 times a week.	Research shows that supervised homework leads to improved outcomes for students.	1, 4
Catch Up Club - after school provision for targeted students	A high proportion of PP students have poor attendance. This strategy helps them address their gaps in knowledge	1, 3, 4
Adapted KS4, Foundation curriculum - courses to allow lower ability students to achieve including students with EHCP. Extended nurture group, Level 1 courses for selected students in English and Maths.	Improve outcomes for lower ability/ PP students in KS4	1, 3, 4
Holiday and weekend study sessions for KS4 students	Subject specific and target-led intervention improves results and outcomes	1, 3, 4

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

Budgeted cost: £293,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance rates of PP students Additional EWS time purchased from local authority – one day a week Individual year strategies/recovery plans to be implemented to target poor attendance in each year group	Action is needed to support PP students being in school to benefit from the teaching and learning and reading strategies now in place. Research shows that additional external professional support for attendance, including home visits improves the attendance rates of PP students. A consistent, clear approach in each year group which is understood by all stakeholders will help ensure that all understand why good attendance is so important. To improve progress and attainment, students must be attending school	1, 2, 3
Restructure the Attendance Team to provide more time and support for families, home visits, mentoring for students and reintegration programmes.	High proportion of PP students and their families need help and support to attend school regularly and to understand the importance of education. This will enable the attendance manager to work with targeted groups of students	1, 2, 3

Appoint Assistant Attendance co-ordinator	and will allow more home visits, direct student work and work with families.	
Counselling and mentoring service to support targeted students 3 members of staff to be trained as Mental Health First Aiders	Intensive, targeted support by highly trained, qualified staff will offer specialist support to students and families to help overcome barriers to attending school and barriers to learning. Complex social circumstances often affect PP students – Safeguarding caseload shows disproportionate representation of PP students including those who are CIN, have a social worker or on a Child Protection Plan.	1, 4
Part time Family Support Worker. To engage 'hard to reach' families in the Academy life and processes and to upskill families with parenting. Provide effective home/school liaison and referrals to third party agencies. Provide MH and SEMH support to students and families	Family Support Worker will engage PP students and their families and improve engagement and attendance and to help combat the impact of low attendance on outcomes. A high proportion of PP students need to be supported in school following COVID and/or poor attendance. High number of our PP families need support with housing and benefit applications and supported to attend meetings.	1, 2, 4
Appointment of Educational Social Worker to provide wellbeing support for students and families	A higher percentage of PP students experience SEMH difficulties which reflects on their behaviour and attendance and has a detrimental effect on progress.	1, 2, 4
Appointment of Inclusion Manager to provide leadership of Teaching Assistants and admin support to SENCO. Increase the number of interventions to include art therapy, carpentry workshop and play therapy. Groups/individuals identified through the Inclusion Panel.	Research shows that students with SEND make more progress when correctly supported by TAs. Teacher/TA agreements to be set up and TAs to be included in the planning of lessons. This collaboration will lead to improved progress of students. A strategic approach to interventions ensures targeted interventions can be effective. They are matched to specific students with particular needs or behavioural issues. Support and guidance to improve student's self- management and to teach them to be reflective ensures less repeat offences.	1, 4
Curriculum enrichment activities Improved student engagement leading to high aspirations	PP Students will attend enrichment activities such as Into University, chess, Jack Petchey Speak Out, coding and debating, to enrich their curriculum offer and life chances. PP students will be prioritised through detailed tracking of HA and PP students.	1, 2, 4, 5

<p>Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions</p> <p>Increased time from SALT to work with PP students with speech and language needs.</p>	<p>The EP and SALT are able to provide specialist support for students with learning needs and early diagnosis enables early interventions and improved progress.</p>	<p>1, 4</p>
<p>Development of a full extra-curricular/enrichment programme</p> <p>Dedicated member of staff to be Enrichment Co-ordinator.</p>	<p>There is a need for increased social and cultural exposure for PP students. Opportunities to be involved in enrichment activities and trips helps students grow as individuals, raise their aspirations and improve their cultural capital.</p> <p>All PP students to attend at least 2 activities a week in addition to academic support/interventions.</p>	<p>1, 4, 5</p>
<p>Trips and visits (local, residential and abroad)</p>	<p>Students have had limited access to enrichment, not only due to their circumstances but due to COVID so this, if tracked carefully, will ensure they can experience a range of visits and trips. These opportunities are likely to include seeing plays/musicals/MFL trips/ Geography field trips and curriculum enhancement trips, amongst others. Students are tracked to ensure that we have an equitable exposure to culturally enriching experiences and those advantageous to securing better HE opportunities. The proportion of PP students on these visits should mirror the proportion of the Academy cohort.</p>	<p>1, 4, 5</p>
<p>To provide a free healthy breakfast to all PP students to enable a good, healthy start to the day.</p>	<p>A large number of students come to school without having breakfast or having eaten unhealthy inappropriate foods for breakfast. A healthy diet will improve their chances of successful learning and engagement in lessons.</p>	<p>1, 2, 4</p>
<p>Provide financial assistance for Uniform and other necessary resources</p>	<p>The subsidy makes the APA bespoke items accessible. Uniform costs can be quite expensive for families on low income. All PP students should have access to necessary resources and equipment to ensure equal opportunities.</p>	<p>1, 4, 5</p>

Total budgeted cost: £484,224

Externally provided programmes

Programme	Provider
Lexia Reading	Lexia Reading
Fresh Start Reading	
Sparx/Hegarty Maths	Colin Hegarty
Dr Frost Maths	Jamie Frost – Dr Frost Learning
Seneca Learning	Seneca
Memrise	Memrise MFL programmes

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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 2021 to 2022 academic year.

Quality First teaching has been prioritised in our CPD programme, which means that staff are better equipped to meet the needs of all students. Class teachers and support staff know which students are eligible for PP funding so that they can take responsibility for accelerating their progress through different strategies such as Intentional Monitoring and Intellectual Preparation. In addition to this the Academy prioritised reading across the academy as there is a correlation between PP students and students who are reading at below their chronological age.

From our internal assessments, including NGRT data, results showed that pupil premium students on or above their chronological reading age increased by an average of 9% across year groups 7 -11.

CPD for all staff led to greater consistency in the delivery of all the reading strategies across the curriculum which has had a high impact on progress of reading ages. This has been monitored by APA QA systems, GTR and lesson observations and learning walks.

In addition to this, high quality differentiated CPD has led to improved progress of students across all year groups.

Interventions and catch up club for students in KS4 were regularly attended by 96% of all PP students.

Internal and external assessments for 2021-22 show that the gap between pupil premium students and non- pupil premium students has narrowed and in year 10, pupil premium students have a higher P8 score than non- pupil premium students.

2022 GCSE data shows that all PP students had a positive progress 8 score.

In KS3, the impact has not been as successful as we would have expected. There is an attainment gap between PP and non-PP and this will be addressed in the forthcoming year.

Although overall attendance in 2021-22 was lower than in the preceding year at 91.4%, it was higher than the national average by 2%. Persistent absence was 8.1% below the national average. Persistent absence among disadvantaged pupils was higher than their peers by an average of 6% . These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related is-

sues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Programme	Provider
Lexia Reading	Lexia Reading
Fresh Start Reading	
Sparx/Hegarty Maths	Colin Hegarty
Dr Frost Maths	Jamie Frost – Dr Frost Learning
Seneca Learning	Seneca
Memrise	Memrise MFL programmes