

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 Academy.

School overview

Detail	Data
School name	ARK Putney Academy
Number of pupils in school	Years 7 -11 717
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	1 st November 2021
Date on which it will be reviewed	1 st September 2022
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	£354,305
Recovery premium funding allocation this academic year	£86,755

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	£441,060

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 meet the needs of students through a curriculum that focuses on the academic, pastoral and cultural needs of the students. At APA, where students start school with low attainment, our aim is to ensure that they make accelerated progress as they move through the school and onto the next stage of their education. We focus our pupil premium spending, primarily on improving the quality of education students receive in line with research from the EEF (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 whole school cohort approach is required.

Our strategy is based on improving life chances and reducing the gaps between students in receipt of pupil premium and those who are not in terms of attainment, attendance, behaviour incidents, wellbeing, and access to wider opportunities. Our plan is based on looking at what has been effective in previous years, continuing to use these strategies and focussing on what needs to be implemented in the light of COVID and other changes affecting 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. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Students who are eligible for Pupil Premium funding are those who are eligible for free school meals or have been eligible at any time in the last 6 years, pupils who have been adopted from care, who have left care, and children who are looked after by the local authority. Students who have a parent who is 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 2021 – 22 Academic Year

Due to the disproportionately high impact of COVID 19 on the education of disadvantaged pupils, the Recovery Premium has been introduced. This is an additional payment for students eligible for Pupil Premium and will be encompassed into the Pupil Premium Strategy as the aims are aligned. When writing our strategy, we have taken into consideration the specific impact on our students of COVID and have aimed to address these needs.

Pupil Premium Strategy

The Pupil Premium Strategy outlines how we aim to improve the progress and attainment of our students, drawing from evidence of effective practice. 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 achieve the highest levels. To do this, we analyse which students are underachieving, particularly in English and Maths and where and why to target support. We also draw on research evidence, including the Education Endowment Foundation and our own and others' experiences to allocate the funding to the strategies and activities that are most likely to have a significant impact on improving progress and achievement. Well targeted support is put in place to improve 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 check whether interventions and strategies are working and adjust them accordingly. Through careful, effective monitoring and evaluation we are able to demonstrate the impact of each aspect of the spending on the outcomes for students. The Senior Leadership Team has a clear overview of how the funding is allocated and the difference it is making to the outcomes for students. Class and subject teachers know which students are eligible for the Pupil Premium so they can take responsibility for accelerating their progress. Teachers, support staff (particularly teaching assistants) are highly trained and understand their role in helping students to achieve. Through training, staff are better able to meet the needs of students through a curriculum that focuses on 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 these 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 -10	Reading age data in July 2022
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 2022
5. To support students' mental health and covid recovery.	This will be evident in progress, attendance and behaviour/exclusions data
6. To develop cultural capital through access to 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: £68,450

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 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</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

longer texts and improve comprehension.		
To focus on curriculum development across all subjects with a focus on high quality assessment and closing the knowledge gaps This will include CPD for middle leaders	Curriculum development and assessment will ensure knowledge gaps are identified and interventions can be put in place to improve outcomes.	1
Time for co-planning for all teaching staff and TAs CPD and support for co-planning	Co-planning and intellectual preparation will help close gaps in knowledge so students can make rapid progress CPD and support for co-planning will ensure rigour which leads to progress in all subjects	1
Co-planning 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
Dedicated period of reading on the curriculum for all KS3 students	Schools in the English network have successfully trialled this approach. Dedicated period 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 co-planning 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 new KS3 Mastery subjects	High quality CPD for English, Maths and Science teachers will ensure consistency of approach and lead to improved	1

	outcomes in the KS3 English, Maths and Science Mastery curriculum.	
CPD for all staff on reconciliations and Restorative Justice	This CPD will ensure that staff are skilled in restorative meetings and conversations which will reduce learning time that is lost and reduce internal/external exclusions from the classroom.	1, 4

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

Budgeted cost: £202,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Programme for KS3 students, including Expressive Writing, SRA and Toe to Toe	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 of below 10.	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 tutor groups with interventions Targeted intervention in year 11 for English and maths. This will include external support for individuals.	Due to COVID, students have missed a great deal of study, more significantly impacting PP. 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	1, 4, 5

Students will also receive 1:1 intervention/booster from external, specialist agencies/tutoring. Visits to universities and business placements to improve engagement and aspirations	interventions with highly qualified staff are known to be effective in improving the outcomes of students.	
Year 11 intervention sessions for all subjects	PP students often need support in engaging in their studies and small group, targeted intervention has 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
Nurture group now established in years 7, 8 and 9, led by dedicated, specialist, SEN teachers	Students well below expected progress will have a personalised timetable with increased time for English, read write phonics, maths and science. Mastery of these subjects will lead to improved outcomes in all other subjects	1, 3, 4
Adapted KS4 curriculum - courses to allow lower ability students to achieve including students with EHCP. Extended nurture group, Level 1 and entry courses for selected students in English, Science 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: £168,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>Continue the progress of the last 3 years (pre covid) as gap had narrowed: Action is needed to support PP students being in school to benefit from the teaching and learning and reading strategies in place.</p> <p>Research shows that additional external professional support for attendance, including home visits improves the attendance rates of PP students.</p> <p>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.</p> <p>To improve progress and attainment, students must be attending school</p>	<p>1, 2, 3</p>
<p>Restructure the Attendance Team to provide more time and support for families, home visits, mentoring for students and reintegration programmes. Appoint Assistant Attendance co-ordinator</p>	<p>High proportion of PP students and their families need help and support to attend school regularly and to understand the importance of education.</p> <p>Appointment of an additional member of staff to work with the attendance manager will allow more home visits, direct student work and work with families.</p>	<p>1, 2, 3</p>
<p>Counselling and mentoring service to support targeted students 5 members of staff to be trained as Mental Health First Aiders</p>	<p>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.</p> <p>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.</p>	<p>1, 4</p>

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 back to school after 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 a specialist TA to provide Specialist small group support to include emotional regulation groups, self-esteem, social skills and play therapy. Groups/individuals identified through the Inclusion Panel.	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
All PP students in years 9 and 10 to have access to Urban Scholars programme The Destinations Manager will work with students on their employability skills and have 1:1 mentoring	Research shows that this programme will improve the engagement of students, their social and emotional skills, aspirations and expectations and therefore their progress. PP students in years 9 and 10 are targeted for Urban Scholars programme, in partnership with Brunel University. A programme of fair access into University.	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>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>

Provide financial assistance for Uniform and other necessary resources	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.	1, 4, 5
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Total budgeted cost: £439,700

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.

Activity	Intended Outcome	Estimated Impact
Students in KS3 to follow a course of Expressive Writing.	Increase students' literacy levels	Medium impact. This was difficult to deliver through Covid lockdown. On returning to school students made rapid progress and end of year exams showed an increase in reading age and literacy levels.
Students to follow a reading programme	Increase in reading ages	Medium impact. This was impacted by the covid lockdown. Reading tests show that 58% of PP students improved their reading age.
CPD for staff to deliver reading programme	Ensure consistency of practice	High Impact.
Teaching and learning CPD for all staff	Teaching and Learning Policy to improve T & L for all student groups with particular emphasis on PP students Departments to review SOW to ensure that they are fully accessible for all PP students.	High impact. High quality CPD delivered to all staff.
High quality CPD on GTR	Embed Great Teacher rubric to ensure consistency of approach to T and L. All staff to receive high quality CPD.	High Impact. High quality CPD delivered on T and L and GTR. This was then monitored in the classroom.

	Implement a T and L team to provide high quality coaching to teachers and CPD. This will help improve outcomes for all students.	T and L team established who also provide high quality coaching and mentoring to trainees, new teachers and develop experienced teachers
Embed GTR and 'Intentional Monitoring' by all teaching staff with a particular emphasis on PP students.	Teaching and Learning CPD to ensure full engagement in lessons and 100% compliance and that teachers are at least proficient in recording and responding and teaching and learning	High Impact. Monitored by observations and GTR process. IM now well established in all lessons.
New post to be established – SLT member to have oversight of KS3 with a particular focus on attendance, behaviour and attainment/progress. This will include co-ordination of interventions.	To ensure that students eligible for PP make at least as good progress as students not eligible for PP in KS3. Student eligible for PP have a reduced number of behaviour points and at least 95.5% attendance.	High impact with regards to engagement, parental engagement and behaviour, culture and ethos. High impact on student engagement during lockdown. High impact on engagement in community classroom during lockdown – attended by 72% of PP students in KS3. Medium impact on interventions due to Covid lockdown.
There will be 1:1 and small group provision of phonics and reading interventions Use of TA's for daily, intensive literacy interventions Implementation of Hegarty Maths	To improve the reading ages of students with a RA below 10 To improve literacy progress of PP students in yrs 7 and 8 To improve numeracy progress of students in all year groups.	Medium impact – hindered by Covid lockdown. Medium impact – hindered by Covid lockdown. High Impact – students were able to access the programme during lockdown. 95% of PP students accessed the programme with 91% of cohort showing progress.
Year 11 targeted tutor groups with interventions. Targeted intervention in	Improved outcomes for year 11 PP students	High Impact.

year 11 for English and maths. This will include external support for individuals.		Improved outcomes for targeted PP students.
Payment of resources for HAP/PP students	To allow for equal opportunities. To ensure PP students have access to the necessary resources/equipment needed.	High Impact – all PP students received required resources for all subjects.
Intervention sessions in all subjects provided before, after school, during holidays and at weekends PP students to receive 1:1 specialist intervention in English and maths from external agencies.	Improved outcomes for Year 11 PP students.	Medium impact - intervention sessions took place once students returned to school. Interventions severely hindered by Covid lockdown, particularly external agencies.
Nurture group now established in years 7, 8 and 9, led by dedicated, specialist, SEN teachers	Accelerated numeracy and literacy progress for KS3 students	High Impact. Accelerated progress.
Targeted, supervised homework/catch up club 3 times a week	Targeted for PP students who find it difficult to work at home. Improve outcomes for PP students	High Impact. Accessed by 78% of PP students to at least 1 session a week.
Adapted KS4 curriculum - courses to allow lower ability students to achieve including students with EHCP. Extended nurture group Level 1 and entry courses for selected students in science and maths.	To allow greater accessibility to GCSE subjects. Improved outcomes for KS4 PP students in maths and science.	High Impact All targeted students achieved at least level 1
Personalised KS4 curriculum including enhanced curriculum offer from alternative providers	To provide a more suitable curriculum for selected students. To improve outcomes for PP students, particularly those who are PA students.	Medium Impact Severely hindered by Covid lockdown, particularly external providers and PRU.
Educational Social Worker employed to work with vulnerable students and families and all PA students	Intensive, targeted support for PP and vulnerable students and families by a highly trained, qualified person will offer specialist support to help overcome barriers to attending school and barriers to learning. This will include home visits, mentoring support and liaison with external agencies	High Impact High level of support was offered to families during lockdown. On return to school, students were supported to return to school

		including wellbeing and mental health support
External professional counsellors employed 3 days a week to work with vulnerable students	Weekly counselling offered to students to address barriers to attending school and learning. Mental health and wellbeing issues to be addressed.	Medium impact This was hindered during lockdown due to many students not having a confidential space to receive counselling.
Regenerate mentors to work with PP students	To address barriers to learning and help improve their cultural capital.	Medium Impact This was hindered by lockdown.
Implementation of an Inclusion Panel to consider referrals and to identify earlier targeted interventions. Specialist small group support, weekly in PRC to address anger management and social skills/interactions	More strategic approach to be made to interventions. Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Support and guidance to improve student's self- management and to teach them to be reflective to ensure less repeat offences.	High Impact This continued through Covid lockdown to identify concerns and monitor PP students and allocated support/intervention where necessary. High Impact – on return to school, number of repeat offences from PP students reduced .
All PP students in years 9 and 10 have access to Urban Scholars programme	Improved student engagement leading to high aspirations	This could not take place due to Covid restrictions.
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.	Research shows that this programme will improve the engagement of students, their social and emotional skills, aspirations and expectations and therefore their progress. PP students will be targeted to attend.	Severely hindered by Covid restrictions.
To provide a healthy breakfast to all PP students	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. It will also help improve behaviour for learning.	This was not possible due to Covid lockdown and then restrictions once we returned to school.
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Externally provided programmes

Programme	Provider
Lexia Reading	Lexia Reading
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?	