

# Pupil premium strategy statement

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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 Soane Academy
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	31 <sup>st</sup> October 2022
Date on which it will be reviewed	
Statement authorised by	Matt Neuberger
Pupil premium lead	Rob Orme
Governor / Trustee lead	Ann Ewing

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,000
Recovery premium funding allocation this academic year	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,000

# Part A: Pupil premium strategy plan

## Statement of intent

Our key objective in using the Pupil Premium Grant is to narrow the gap between student groups, so that all students at our school can make outstanding progress. We intend to use pupil premium and recovery funding to address the national trend of lower attainment for students who are disadvantaged or vulnerable.

Our principle aims in spending our Pupil Premium and Recovery funding are:

- To ensure that every student has access to a rigorous academic curriculum
- To ensure that all students have access to a range of aspiration raising activities to enable them to develop a strong sense of purpose
- To overcome emotional and attendance barriers to education success

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations have demonstrated that our disadvantaged students have been more heavily impacted by partial school closures than other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths where the standardised age scores on entry in both cohorts are 4 percentage points behind for students eligible for Pupil Premium.</p>
2	<p>Discussion with KS3 students and their families indicates that more deprived students have had significantly less exposure to extra-curricular and super-curricular activities. This gap has widened over the course of the pandemic meaning that many deprived students have not visited a museum or attended the theatre for the last two years and few have had the opportunity to learn an instrument.</p>
3	<p>Assessments indicate that our pupil premium students transition to secondary school with significantly lower levels of literacy than their non-PP counterparts. On entry to Year 7 the Standardised Age Scores of PP students was well below that of non-PP students (95 versus 98) and their reading age also lagged well behind (102 versus 104). For the</p>

	2022 cohort there was a small gap in scaled reading score of 103 vs 104.
4	Discussion with students and their families indicates that the mental health of our most deprived students has suffered more than that of their less deprived counterparts.
5	Attendance figures to date suggest that our most disadvantaged students are considerably more likely to fail to attend school than their less deprived counterparts. Attendance in 21/22 showed a 1.3% attendance gap for PP-eligible students (94.1% vs 95.4%)
6	Discussion with students and their families as well as observations since the start of the year suggest that our PP students are more likely to struggle with motivation than their non-PP counterparts.

## 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
Closing the attainment gap.	The progress of PP students from entry is at least as strong as for non-PP students.
Closing the enrichment gap.	All PP students access at least one enrichment activity per week.
Closing the literacy gap.	All students with a reading age of 2 years or more below their chronological reading age make at least 16 months progress per year.
Supporting students with mental health.	All students who are in need of mental health support but fall short of Camhs thresholds are able to access support through the school.
Supporting all students to attend school.	PP and non-PP students have an average attendance of at least 96%.
Motivating all students	Teacher ratings of student effort is at least 'good' for both PP and non-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: £ 108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Longer school day & additional staffing required	A core part of the academy's ethos and one of our six pillars is our offer of a rigorous academic curriculum. Students have a longer school day and students study additional English and maths. We also prioritise EBacc subjects. Our school week is 2 hours longer than standard which equates to two extra members of staff in year 2.	1
Curriculum access across creative subjects: Art, PE and Music	<p>Many of our PP students do not have access to clubs and enrichment outside of school. This impacts on their ability to engage at the highest level with subjects such as music and PE. This should not be a barrier to achievement in these subjects and therefore we will provide support to ensure all students have access to high quality sports coaching and music tuition</p> <p>Art &amp; design and instrumental clubs will be free for all students</p> <p>Individual/group peripatetic lessons will be subsidised for PP students across a range of instruments on a termly basis. We will support students with access to instruments where possible.</p>	2

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling & Therapeutic Work	It is essential that we remove any emotional barriers that might hold students back and that students are able to work through social and emotional issues they may be facing. We will be providing mental health support to work in house with students providing initial assessments for children to ensure that they are offered support appropriate to their needs	4
Literacy Intervention Work	It is essential that all our students are able to read and interpret texts at their chronological reading age in order to access the curriculum	3

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Aspirations & Enrichment	<p>Our High Aspirations pillar focuses on providing students with information, advice and guidance on subject choices, further education, universities and careers. Students either visit one university (we are expecting to take all students to Oxford) or will have a virtual visit/programme every year.</p> <p>The cost of travel will be free for PP students. Any additional trips including subject specific trips will be subsidised for PP students.</p> <p>As set out above, the enrichment programme is built into the school day and enables students to widen</p>	2

	horizons and develop passions and interests.	
Attendance officer support	In order to make rapid progress, students must have high attendance. Our rigorous curriculum requires students to master content before moving on and therefore any time missed has a damaging effect on their overall understanding of the subject.	5
Instilling values	We will have a termly awards draw and will fund extra rewards for achievement and progress to encourage and reward students	6

**Total budgeted cost: £ 154,000**

## 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.

**Attainment gap:** Pupil premium students made exceptional progress in 21/22. Progress did not significantly deviate from non-PP students (+1.62 vs +1.66). There is no significant attainment gap in our founding cohort with 80% of PP students currently tracking 4+ E&M vs 84% for those who are not PP-eligible.

**Enrichment gap:** All students partook in three timetabled enrichment activities within the school day. 60% of Pupil Premium students took part in at least one after school club.

**Literacy Gap:** On entry 65% of PP students were reading at their chronological reading age. Over the course of the year that had increased to 77%.

**Mental health:** 18 students were placed with an external counsellor last year. Feedback from the students indicates it significantly improved their ability to manage their mental health and anxiety.

**Attendance:** While overall attendance exceeded national benchmarks by 5%, PP attendance exceeded national benchmarks by 9%. There remains a 1.3% attendance gap (94.1% vs 95.4%) and a significantly higher level of persistent absence (20.3% vs 6.7%). This will be a focus for our ongoing approach to attendance.

**Effort:** The data at year end shows a consistent gap in effort, positive reward and sanctions for students eligible for Pupil Premium. Average effort grades for PP students were 1.62 vs 1.55 for non-PP students. PP students on average got 10% fewer merits and 20% more demerits, reflections and referrals. We will enhance our use of PP funding to provide rewards which promote excellent attitudes to learning.