



PUPIL PREMIUM STRATEGY STATEMENT

2018 – 19

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1. Summary information 2018/2019					
School	Arena Academy				
Academic Year	2018/19	Total PP Budget	£285,643.00	Date of most recent PP Review	Autumn 2018
Total number of pupils	913	Number of pupils eligible for PP	308	Date for next internal review of this strategy	Jan 2019

2. Attainment – 2017/2018			
	<i>Pupils eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (National Average)</i>
Progress 8 score average (2017/18)	-0.27 (unvalidated)	0.06	TBC
Average Attainment 8 score average (2017/18)	39.2 (unvalidated)	48.16	TBC
% Taking EBacc	13	34	TBC
% Achieving EBacc	6	15	TBC

3. Attendance				
Attendance: (To date, need to be updated at end of year)	<i>Pupils eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (Arena)</i>		
% missed due to overall absence	3.44%	2.45%		
Persistent Absence	6.5%	1.4%		
4. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



A.	There is a substantial gap between the attainment and progress of Pupil Premium and Non-Pupil Premium students at KS4.
B.	The gaps between the attainment and progress of our most able PP/non-PP students is particularly marked, particularly in Year 11.
C.	Literacy & numeracy skills across KS3 (Y7 & Y8) for Pupil Premium students is lower than that of non-Pupil Premium students.
D.	Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance and persistent absence of Pupil Premium students is below that of non-Pupil Premium students

5. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>A school-wide drive to improve the attainment and progress of pupil premium students to ensure that existing gaps are closed. This will be addressed through strategies such as: (this list is not exhaustive)</p> <ul style="list-style-type: none"> - Progress leads with targeted interventions - Staff CPD on use of data. - Provision of revision materials <p>The progress/attainment gap between Pupil Premium and non-Pupil Premium students in Year 11 will decrease, Progress 8 and Attainment 8 measures will be used to see the impact.</p>
B	<p>The gaps between the attainment and progress of our most able PP/most able non-PP students in Year 11 are reduced.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>Student awareness of data and use of grade descriptors ensure students are in charge of their own learning.</p> <p>High attaining students will work with the Progress Lead and HA Mentor on targeted interventions.</p> <p>A T and L focus on 'Pitch and Challenge' in all areas of the curriculum delivered through staff CPD.</p> <p>Use of PixL – particularly in English and Maths to upskill staff in the new spec and have a clearer idea of how to achieve the higher grades.</p>

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



C	<p>Low levels of Literacy and Numeracy across KS3 (Y7 &Y8) PP students will reduce.</p> <p>Reading and Spelling Ages will improve; which will be measured through specific assessments and English and Maths WAG Data.</p>	<p>Although only 28% of our current Year 8 are eligible for Pupil Premium, these students constitute 41% of those with a KS2 prior attainment level of 99 or less; meaning that a disproportionate number of students with low prior attainment in English and Maths are PP-eligible. Literacy and Numeracy levels for Year 7 and Year 8 PP students will increase. The gap between Pupil Premium and non-Pupil Premium students in literacy and Numeracy will decrease.</p> <p>Accelerated Reader programme/Working-At data/Reading & Spelling Ages will demonstrate progress</p> <p>Form Time activities linked to Literacy and numeracy will be delivered by F/T with Progress leads working together to target specific groups of students which will allow the collation of evidence, drop ins, observations and data.</p>
D	<p>Improved and behaviour and engagement at KS4 (Y9-Y11). This will be measured through the sanctions issued and also the progress students make across the curriculum.</p>	<p>Sanctions and behaviour issues for Y9 – targeted groups – 11 students will decrease</p> <p>Targeted students will see an increase in progress data due to engagement in lessons</p> <p>Reward and praise of specific groups of students will increase and be more in line with non PP students in the same cohorts.</p> <p>Year 9 students specifically will engage have a reduction in sanctions and be in line with the other year groups.</p>
E	<p>Attendance and persistent absence of Pupil Premium students to improve and be comparable to that of non-Pupil Premium students. This will be measured through half termly attendance data analysis.</p>	<p>Attendance and persistent absence of key groups of PP students will improve.</p> <p>Persistent absence for PP students was almost three times that of non-PP students, this is not representative of the amount of PP students in the school. The gap between the PA of PP and non-PP students will narrow.</p> <p>PA for PP students will decrease.</p> <p>Overall attendance of PP students will be in line with the overall attendance of non-PP students.</p>

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



6. Planned Expenditure

Academic year 2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A. Progress and Attainment

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.	Intervention at KS4 – a mixture of after-school intervention classes to close gaps between students' Target Grade and current WAG. Utilising resources such as the PiXL (£4k) Wave to help staff identify students' specific areas of strength and weakness.	Increase in attainment	HoF to liaise with NJN at weekly meetings to update on specific progress/issues. Faculty intervention cohorts to contain a proportionate number of PP-eligible students. Cohorts to be reviewed throughout the year.	NJN & JC	November 2018; February 2019; March 2019.
The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.	Buying revision guides & other necessary materials (Art materials).	Access to revision materials will provide PP students with opportunity to revise independently, utilising materials which more affluent parents may be able to afford to purchase.	JC meets Progress Leads to assess progress. Data reviews, Year 11 Results' Days, Parents' Evening and SLT Students of Concern Evening to be used to reflect on attainment and progress of PP learners.	NJN & JC	November 2018; February 2019; March 2019.

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced.	The Progress Leads' intervention cohorts to include a number of PP students proportionate to the number in their respective Year Group.	Progress leads a key to our strategy in general for student progress, therefore ensuring PP students are proportionately represented will promote their progress and focus leaders on the specific needs of PP learners.	JC regular review of intervention students through Progress leads.	JC	November 2018; February 2019; March 2019.
SLT, Progress Leads, Revision Guides, Resources and materials for lessons				Total Budget Costing	£85,500.00

B. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students has been reduced.	Redeployment of the Higher Attainer Mentor to incorporate a presence in lessons and direct, regular mentoring of PP HA.	In our current Year 11, the gaps between the attainment and progress of our most able PP/non-PP students is particularly marked. In Summer 2018, whereas 52% of our most able non-PP-eligible students were working below target in 5 or more subjects, 66% of our most able PP-eligible students were doing so.	JC regular review of HA mentored students.	JC	Ongoing. November 2018; February 2019; March 2019.

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students has been reduced.	Access to projects and opportunities which promote pathways to Further/Higher Education (e.g.: college, university and careers opportunities).	Nationally, the most advantaged applicants are six times more likely to enter a high UCAS tariff institution compared to the most disadvantaged (Sutton Trust, 2017). Promoting access to FE/HE institutions – particularly to the most selective universities – is key to breaking the cycle of disadvantage.	Regular review of HA-PP students' access to HE opportunities.	CHA	Ongoing.
SLT, HoF, HA Mentor, Trips/Visits, External input into school activities, Resources				Total Budget Costing	£65,500.00

C. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Low Literacy and Numeracy across KS3 (Y7 & Y8)	Y7 & Y8 Literacy and numeracy support evenings.	Engage parents/carers in aspects of their child's literacy/numeracy improvement strategy.	JC to implement via progress leads; ongoing review of impact by SENCO, Head of English and Head of Maths.	JC/CHS/PGO/KLO	Termly; review shared with parents in termly reports.
Low Literacy and Numeracy across KS3 (Y7 & Y8)	Programmes which promote progress in English and Maths (e.g.: Accelerated Reader; Maths Whizz; Maths PiXL app etc.) Contribution to salaries of staff overseeing.	Promoting competition and engaging students in literacy and numeracy is vital if they are to flourish across the rest of the curriculum. These programmes and applications inculcate a love a learning outside of traditional teaching and learning methods.	JC to review, SENCO/Head of English/Head of Maths to track progress of PP students.	JC/CHS/PGO/KLO	Ongoing.

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



Low Literacy and Numeracy across KS3 (Y7 & Y8)	Reading books purchased for PP students. Students given their own choice of reading book to promote love of independent reading.	Encouraging students to read from an early age is vital in order to develop their ability to access the wider curriculum, and to becoming intellectually-curious young people.	JC to review, SENCO/Head of English to track progress of PP students.	JC/CHS/KLO	Ongoing.
D.					
Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum	An investment in the subjects which require additional materials, mindful that an unjust or unequal access to these encourages disengagement and limits progress.	An unjust or unequal access to materials which enrich an understanding of certain subjects engenders disengagement and limits progress. For example, 100% of non-PP-eligible students achieved Grade A*-C in Resistant Materials, whereas only 55% of students of PP-eligible students did so. 57% of the current Year 11 Hospitality and Food Science cohorts are PP-eligible (disproportionately high).	NJN to review. LFR/LGL to oversee purchase of materials to support students' access to materials which enrich the creative curriculum.	NJN/LGL/LFR	Ongoing; termly data entry points to track progress of PP learners in Art/Technology (Christmas; Easter; Summer).
Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum	The use of the Student Welfare Team/external agencies to promote wellbeing.	Improving Access to Psychological Therapies (2016) has linked socio-economic deprivation to the challenges of recovering from mental illness. The Student Welfare Team and external agency support is deployed to support students tackle the stresses of teenage life inside and outside of school, preventing disengagement and low progress.	CKI to review.	CKI	Ongoing.

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



E. External Barriers

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Persistent absence of Pupil Premium students is above that of non-Pupil Premium students.	Weekly Pastoral meetings with HoY and attendance team	HoY know the PP Students in their cohort that have attendance issues/are PA. Pastoral engagement in this in an ongoing well established strategy at the school	KGU to report back to SLT PP attendance figures.	KGU	Half termly
Persistent absence of Pupil Premium students is above that of non-Pupil Premium students.	Daily attendance data sent to all staff and home visits are carried out by Attendance Officer and Heads of Year to promote improved attendance.	Ensuring all staff are aware of absence allows them to engage in conversations with students about their attendance. All being aware highlights the importance of attendance. Home visits sustain positive relationships between Home and School.	KGU/CKI to continue to support Attendance Team to ensure there are no issues in delivery of data.	KGU/CKI	Every 2 weeks, (data released daily in addition to weekly attendance report)
Persistent absence of Pupil Premium students is above that of non-Pupil Premium students.	Alternative Provision programme established to provide a pathway for students at risk of permanent exclusion.	PA symptomatic of students' not enjoying school or feeling that it offers them the bespoke opportunities for future success. Alternative Provision to provide a pathway of diverse options to encourage students to attend school more regularly.	KLO to monitor and report back to SLT.	KLO	Half-termly.
Lit/Num Resources, Student Welfare team, Pastoral Team, Alternative Curriculum Team				Total Budget Costing	£134,640.43

Review of Expenditure 2017/2018

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson Learned	Cost
<p>Improved attainment and rates of progress for High Prior Attaining Pupil Premium students.</p>	<ul style="list-style-type: none"> •School-wide drive to improve the attainment and progress of PP students to close existing gaps. •Improve quality of first teaching – measured through various monitoring cycles •Improved attainment of % 9 – 7 and % 9 – 5 comparable to or exceeding subject averages. •Data to be used more effectively in target setting and interventions •Raising Attainment Plans for staff to identify specific strategies to close any existing gaps •Staff professional development sessions and sharing of good practice to enable the development of high order thinking skills. •Close monitoring of the progress and attainment of all PP students at all levels by class teachers, Heads of Faculty and SLT through Student Progress meetings and SLT link meetings. •Availability of free or subsidised revision and teaching resources for PP students. 	<p>Staff training sessions - increased awareness for subject teachers to improve planning for groups including disadvantaged students.</p> <p>Attainment and progress showed an improvement on previous year for new specifications.</p> <p>%9-5 Eng by 43%; Maths by 27% P8 by 1.03</p> <p>Data created awareness and enabled review of targets leading to appropriate ones being set across KS3 and year 10.</p> <p>Resources provided for year 11 disadvantaged students enabled them to have access to learning material for all subjects.</p> <p>Every disadvantaged student in Year 11 received revision books for all subjects they take. This enabled good and easy access to revision materials.</p>	<p>Progress Leads could have a more central focus on these groups more frequently i.e. after every data collection cycle.</p> <p>Quality of first teaching can be very effective in securing outcomes for all.</p> <p>More focussed intervention will be useful in closing existing gaps.</p> <p>Increase parental and student engagement.</p> <p>Raising Attainment Plans could have been implemented and used to drive achievement and progress further.</p> <p>Regular Student Progress meetings would have increased accountability and focus.</p>	<p>Progress Leads £3,000</p> <p>Staff costs £96,550</p> <p>Heads of Faculty £10,000</p> <p>Data Lead £3,000</p> <p>Revision Guides £3,200</p>
<p>Raising Aspirations - develop opportunities for PP students to experience out of class life experiences to ensure they become well-rounded.</p>	<ul style="list-style-type: none"> •Organise trips and visits outside school to provide experiences they may otherwise not be able to have •Visits/trips may include to Russell Group Universities, Grammar/Independent Schools, 	<p>Various trips improved students including ones such as trips to cinemas, galleries, ski, and other events boosted students' awareness of cultural capital. A key example is the Art trip to</p>	<p>Explicit links must be drawn between all trips and curriculum for students to be able to articulate the impact on their learning.</p> <p>Students could have a say in the decisions about external visits.</p>	<p>Trips & social activities £6,921</p>

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



	<p>museums, tourist centres, cinema, ski trips, European cities, Heritage sites and sporting events among others.</p> <ul style="list-style-type: none"> •Provide opportunities for PP students to have access to learning at least one musical instrument 	<p>Tate Modern and galleries had a significant impact on the results of the students. Different trips to Universities and further education institutions enabled students to make good choices about P-16 education in 6th-forms, colleges and apprenticeships.</p> <p>All GCSE Music students have had the opportunity to learn instruments, receiving tuition from external organisations such as Birmingham Music Services. A result is the strength of our music bands in all year groups, most of whom are beneficiaries of these services.</p>	<p>Students and staff can complete an evaluation for any external opportunity they participate in. this will enable a collation of responses for evaluation of impact.</p> <p>For sustainability purposes, cost of peripatetic tuition needs to be split so that students also pay a part.</p>	<p>Peripatetic Music £30,000</p>
<p>Improved literacy and numeracy skills</p>	<ul style="list-style-type: none"> •Appointment of Literacy and Numeracy Co-ordinators to draft out and implement specific strategies to improve literacy and numeracy levels for all PP students across all subjects •Reading and numeracy tests for all PP students and the relevant intervention put in place for those below the levels expected. This could mean an investment in Accelerated Reader and Maths programs •“Own a Book “project – each PP student to have the opportunity to own a book each term with the view to improving reading skills and developing vocabulary 	<p>Maths intervention for year 11 HA students who did not feel confident enough to take the Higher Tier paper.</p> <p>Reading and numeracy tests were effective in ascertaining students’ abilities. These aided decisions about what classes would best suit particular students.</p> <p>“Own a book a term” to promote a love of reading. All disadvantaged students in years</p>	<p>Not being able to appoint a Literacy and Numeracy Co-ordinator meant that there was not a big focus on whole school development for those areas.</p> <p>Test results could be used more effectively to drive intervention for students who may need extra support.</p> <p>Promote this a bit more by engaging students in how they would want the initiative to work for them.</p>	<p>Maths enrichment £4,000</p>

PUPIL PREMIUM STRATEGY STATEMENT 2018 - 19



	bank.	7 and 8 received 3 reading books of their choice. Most year 9 and 10 students received at least 2 books of their choice.		PP Reading Books £3,766.00
Improvement in behaviour and everyday life to reduce or eliminate the number of sanctions for non-compliance	<ul style="list-style-type: none"> •Self-worth and confidence boosting sessions to develop students' general attitude towards school •Intervention programs in place to reduce the risk of exclusion – utilising the Guidance Centre expertise as well as outsourcing specialist services such as Ed Psych or Therapists as appropriate •Opportunities like The Enterprise Challenge, Mosaic Mentoring, Duke of Edinburgh Awards and such as sponsored by The Prince's Trust •PP Student voice and focus groups to enable PP students to contribute to what they deem appropriate for their development •Sustained reduction in seclusion/exclusion •Parental engagement 	<p>Mental health and emotional wellbeing support was available throughout the year. Focussed sessions were organised at particular times to support student groups.</p> <p>Services of outside agencies were secured for various students to support them with a range of issues.</p> <p>Rewards and varying opportunities throughout the year, had a positive impact on overall behaviour and attendance. This had a correlation with an overall reduction in whole school seclusions and exclusions.</p> <p>Attendance liaison with families was effective in addressing attendance and punctuality.</p>	<p>Mental health and wellbeing sessions were very effective and could be included in the PSHE calendar so it can be delivered at form level throughout the year.</p> <p>A tighter focus on punctuality, possibly an introduction of a reward scheme, would help to address persistent attendance.</p> <p>There is also some work to be done to further reduce the number of persistent offenders who end up in detentions, isolations, seclusions and exclusions.</p>	<p>CoBS £4000</p> <p>Student Support £10,000</p>