



PUPIL PREMIUM STRATEGY STATEMENT

2019 – 20

1. Summary information 2018/2019					
School	Arena Academy				
Academic Year	2019/20	Total PP Budget	£270,000.00	Date of most recent PP Review	sum 2019
Total number of pupils	970	Number of pupils eligible for PP	206*	Date for next internal review of this strategy	Jan 2020

* Not including Y7

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 (2018/19)	-0.54	-0.17	TBC
Average Attainment 8 score average (2018/19)	39	49	TBC
% Achieving EBacc	5%	10%	TBC

3. Attendance			
	<i>Pupils eligible for PP (Arena Academy)</i>	<i>Pupils not eligible for PP (Arena)</i>	
Attendance: (To date, need to be updated at end of year)			
% missed due to overall absence	96.57%	97.54%	
Persistent Absence	6.49% (20 students)	1.94% (12 students)	

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>)	

A.	The attainment and progress at KS4 of Pupil Premium is lower than that of Non-Pupil Premium students.
B.	There are gaps between the attainment and progress of our most able PP/non-PP with particular focus of development in Year 11.
C.	There is a gap between Literacy & numeracy skills across KS3 (Y7 & Y8) where Pupil Premium students' needs improvement.
D.	Behavioral issues for a group of KS4 (Y9-Y11) PP students is impacting on engagement and progress in some areas of the curriculum compared with non PP
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance and persistent absence of Pupil Premium students to remain 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. However this reduction is minimal and needs to improve further.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>A whole school pedagogical drive to improve the attainment and progress of pupil premium students by raising standards in T&L through the new ASK curriculum. This will be addressed through strategies such as: (this list is not exhaustive)</p> <ul style="list-style-type: none"> - T&L leads with targeted interventions directly linked to ASK. - Provision of revision materials - workshops for PP students to support ASK and form time personal development sessions - Staff development for raising awareness for PP strategies - ASK intent to promote enjoyment/love of lifelong learning and depth of understanding - All faculties following SOW that directly develops the whole child by promoting employability/ readiness for
B	<p>The gaps between the attainment and progress of our most able PP/most able non-PP students in Year 11 are to be further reduced. 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. High attaining students will work with the T&L Leads and HA Mentor on targeted interventions. Use of PixL – particularly in English and Maths to provide staff with updated resources and strategies for new spec. Pixl wave used to directly target learning needs of students. Staff strengths allocated to courses and groups. Whole school homework policy being preparation tasks pushing more able students, independence and responsibility for learning. Faculties to use T&L strategies to ensure PP students are equipped with tools to be able and capable to access preparation tasks</p>

C	<p>Literacy and Numeracy levels for PP students across KS3 (Y7 & Y8) will increase.</p> <p>Improvements in reading and spelling ages measured specific assessments and English and maths WAG</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.</p> <p>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>Literacy and Numeracy coordinator pushing opportunities to increase literacy and numeracy levels through debate mate and money matters.</p> <p>Form Time activities linked to Literacy and numeracy will be delivered by F/T with T&L leads working together to target specific groups of students which will allow the collation of evidence, drop ins, observations and data.</p> <p>Use of debate mate to improve confidence and Use of debate mate - Academic mentors from different university's run enrichments for PP students one hour a week teaching debate skills which has a direct impact on speaking, listening, confidence and language skills. This supports literacy for disadvantaged students.</p>
D	<p>Improve behavior 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>The new behavioural policy provides strategies for rewards/behavior processes will reduce sanctions and behavior issues for KS4 targeted groups.</p> <p>Personal development time adds purpose and focus around social skills. This will directly effect and influence the reduction of incidents during social times.</p> <p>Targeted students will see an increase in progress data due to engagement in lessons though ASK</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> <p>Attendance team tracking/monitoring and supporting issues regarding attendance on a daily basis.</p> <p>New behavior policy changes provides a tighter focus on attendance and punctuality issues with a central detention system, culture check Rota and reflection room.</p>

6. Planned Expenditure					
Academic year		2019/20			
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 to reduce.	<p>Intervention at KS4 – a mixture of after-school intervention classes to close gaps between students’ Target Grade and current WAG.</p> <p>Utilising resources such as the PiXL (£4k) Wave to help staff identify students’ specific areas of strength and weakness.</p>	<p>Increase in attainment</p> <p>Precision teaching based on gaps in attainment and the from analyses of trends in data analysis.</p> <p>Wave gives access to data from a wide range of schools within a similar context comparing areas of development and provides strategies to improve attainment. (ask CHS all the codes)</p>	<p>HoF to liaise with NJN at weekly meetings to update on specific progress/issues.</p> <p>Faculty intervention cohorts to contain a proportionate number of PP-eligible students.</p> <p>Cohorts to be reviewed throughout the year.</p> <p>CHS to liaise with HOD’s English and math’s supporting autumn and</p>	<p>NJN KTA CHA</p>	<p>Year 11 November 2019; February 2020; March 2020.</p> <p>December 2019 April 2020 July 2020</p> <p>WAVE December 2019 April 2020</p>
The size of the gap between the attainment and progress of PP/non-PP-eligible students to reduce.	Buying revision guides & other necessary materials (Art materials).	Access to revision materials will provide PP students with opportunity to revise independently, utilizing materials which more affluent parents may be able to afford to purchase.	KTA meets teaching and learning 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.	<p>NJN KTA</p>	November 2019; February 2020; March 2020.

<p>The size of the gap between the attainment and progress of PP/non-PP-eligible students to reduce.</p>	<p>The teaching and learning leads' intervention cohorts to include a number of PP students proportionate to the number in their respective Year Group.</p> <p>New ASK curriculum – creating a framework of study to allow students to practice skills to develop deeper levels of learning with a focus on pushing careers.</p>	<p>Teaching and learning 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.</p> <p>Improved teaching and learning monitored and tracked through learning walks and observations.</p>	<p>KTA regular review of intervention students through Progress leads.</p>	<p>KTA</p>	<p>November 2019; February 2020; March 2020.</p>
<p>SLT, Progress Leads, Revision Guides, Resources and materials for lessons</p>				<p>Total Budget Costing</p>	<p>£85,500.00</p>

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
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<p>The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students to further reduce.</p>	<p>Redeployment of the Higher Attainer Mentor to incorporate a presence in lessons and direct, regular mentoring of PP HA.</p> <p>New ask curriculum to focus on pushing independence and resilience.</p> <p>New homework policy –</p>	<p>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.</p> <p>Faculties to use T&L strategies to ensure PP students are equipped with tools to be able and capable to access preparation tasks. Monitored through learning conversations, learning walks and book scrutiny's.</p>	<p>NJN regular review of HA mentored students.</p>	<p>NJ N</p>	<p>Ongoing.</p> <p>November 2018; February 2019; March 2019.</p>
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The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students to further reduce	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.	CHS/WSCO/JPA	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.	CHS/SCO/JPA	Ongoing.

<p>Low Literacy and Numeracy across KS3 (Y7 &Y8)</p>	<p>Reading books purchased for PP students. Students given their own choice of reading book to promote love of independent reading.</p> <p>Debate mate used to</p>	<p>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.</p> <p>Academic mentors from different university's run enrichments for PP students one hour a week teaching debate skills which has a direct impact on speaking, listening, confidence and language skills. This supports</p>	<p>JPA to review, SENCO/Head of English to track progress of PP students.</p>	<p>JPA/CHS/</p>	<p>Ongoing.</p>
<p>D.</p>					
<p>Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum</p>	<p>An investment in the subjects which require additional materials, mindful that an unjust or unequal access to these encourages disengagement and limits progress.</p>	<p>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).</p>	<p>NJN to review. LFR/LGL to oversee purchase of materials to support students' access to materials which enrich the creative curriculum.</p>	<p>NJN/LGL/LFR</p>	<p>Ongoing; termly data entry points to track progress of PP learners in Art/Technology (Christmas; Easter; Summer).</p>

<p>Behavioural issues for a group of KS4 (Y9-Y11) is impacting on engagement and progress in some areas of the curriculum</p>	<p>The use of the Student Welfare Team/external agencies to promote wellbeing.</p>	<p>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.</p>	<p>CKI to review.</p>	<p>CKI</p>	<p>Ongoing.</p>
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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
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.	JPA to monitor and report back to SLT.	JPA	Half-termly.
Lit/Num Resources, Student Welfare team, Pastoral Team, Alternative Curriculum Team				Total Budget Costing	£134,640.43

Review of Expenditure 2019/2020

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson Learned	Cost															
<p>A - 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>Intervention at KS4 – a mixture of after-school intervention classes to close gaps between students' Target Grade and current WAG.</p> <p>Utilising resources such as the PiXL (£4k) Wave to help staff identify students' specific areas of strength and weakness</p> <p>The Progress Leads' intervention cohorts to include a number of PP students proportionate to the number in their respective Year Group..</p>	<p>Progress leads will be target specific students' providing intervention and support. This will enable a reduction of the gap in attainment between PP and Non PP students.</p> <p>Pixl wave will ensure areas for development are addressed and targeted in a way that ensures students' progress. English faculty will examine data to inform groups/sets/style of teaching that responds to the data provided by external data.</p>	<p>Progress Leads were deployed however this may have had larger impacted if targeted to maximum effectiveness.</p> <p>Data from 2018/19 demonstrates; % on and above target across all subjects</p> <table border="1" data-bbox="1458 571 1933 774"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>74</td> <td>70.5</td> </tr> <tr> <td>Year 8</td> <td>73.4</td> <td>68.6</td> </tr> <tr> <td>Year 9</td> <td>57.7</td> <td>54.1</td> </tr> <tr> <td>Year 10</td> <td>57.2</td> <td>57.9</td> </tr> </tbody> </table> <p>In response to changing needs of learners the ASK curriculum has been developed for implementation in 2019/2020, the ASK curriculum will be effective in securing outcomes for all,</p> <p>The progress lead role needs to develop in 2019/2020; the role will include a greater focus on T&L which will support the new ASK curriculum</p>		PP	Non PP	Year 7	74	70.5	Year 8	73.4	68.6	Year 9	57.7	54.1	Year 10	57.2	57.9	<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>
	PP	Non PP																	
Year 7	74	70.5																	
Year 8	73.4	68.6																	
Year 9	57.7	54.1																	
Year 10	57.2	57.9																	

<p>B The size of the gap between the attainment and progress of HA-PP/HA-non-PP-eligible students has been reduced.</p>	<p>Redeployment of the Higher Attainer Mentor to incorporate a presence in lessons and direct, regular mentoring of PP HA</p> <p>Access to projects and opportunities which promote pathways to Further/Higher Education (e.g.: college, university and careers opportunities).</p>	<p>HA projects to be run throughout the year, including PP HA.</p> <p>This will include opportunities both within school and out of school that will raise aspirations and provide exposure to new experiences for disadvantaged HA students.</p>	<p>H.A PP students have had access to approximately 22 different enrichment opportunities throughout the year, ranging from speakers and projects within school including echo eternal and workshops to build resilience to external visits such as fine art or university trips.</p> <p>Several H.A PP students have undertaken student leadership roles and regularly take part in whole school initiative including staff recruitment.</p>	
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<p>C- 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>Y7 & Y8 Literacy and numeracy support evenings.</p> <p>Programmes which promote progress in English and Maths (e.g.: Accelerated Reader; Maths Whizz; Maths PiXL app etc.)</p> <p>Contribution to salaries of staff overseeing.</p>	<p>WAG data will increase</p> <p>Reading and spelling data will demonstrate an increase</p> <p>Numeracy levels will increase in KS3 PP students</p>	<p>The Academy did not appoint a Literacy and Numeracy coordinator, the focus on these areas could have been more consistent and may have developed more.</p> <p>Test results could be used more effectively to drive intervention for students who may need extra support.</p> <p>Spelling and Reading data (Appendix 1) demonstrate that reading and spelling has increased, and broadly matches the rate of increase of Non PP students, but that there is still a gap.</p>	
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<p>D – Improved behavior 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>An investment in the subjects which require additional materials, mindful that an unjust or unequal access to these encourages disengagement and limits progress.</p> <p>The use of the Student Welfare Team/external agencies to promote wellbeing.</p> <p>Daily attendance data sent to all staff and home visits are carried out by Attendance Officer and Heads of Year to promote improved attendance.</p> <p>Alternative Provision programme established to provide a pathway for students at risk of permanent exclusion.</p>	<p>Student welfare will engage with external agencies and disseminate to students, this will improve health and wellbeing amongst student body.</p> <p>Staff aware of which students are absent/late on a daily basis, highlighted importance of attendance to all staff</p> <p>Alternative provision will be embedded to minimize risk of permanent exclusion ensuring all Y11 cohort remain in school until their final exams.</p>	<p>Mental health and wellbeing sessions were very effective and therefore should continue to be included in the PSHE calendar so it can be delivered at form level throughout the year.</p> <p>Whilst attendance and punctuality remain strong at the Academy a tighter focus on punctuality will help to address persistent punctuality issues.</p> <p>Continued work is required to further reduce the number of students who repeat sessions in; detentions, isolations, seclusions and exclusions. The development of the Hub 2019/20 will help address this by providing students with a wide range of support.</p>	
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E- 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.

Weekly Pastoral meetings with HoY and attendance team

There are a number of strategies which the school has adopted to address students who fall below attendance expectations, these include;

- Home visits
- Fast track
- Spotlight
- Student welfare team
- Pastoral team
- Personalised strategy for students

Attendance within school continues to be extremely strong, a continued focus on attendance 2019/2020 will ensure this is maintained.

Attendance within school continues to be extremely strong, including the attendance for PP students 96.67%, and Non PP 97.58%, and their persistent absence 2.2%, Non PP PA 1.33%. Although there is still a gap between non PP both pieces of data for PP students are well above the national averages respectively. National Average attendance 94.5% , P.A 13%.

The attendance and welfare officer tracks the cohorts of PP students by Year groups ensuring there is a strategy in place for all those individuals who have fallen below expectations.

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Appendix 1 – Reading and Spelling Data

Category	Year 7				Year 8				Year 9	
	Entry 1		Entry 2		Entry 1		Entry 2		Entry 1	
	Reading	Spelling								
Pupil Premium	11.03	13.02	11.09	14.01	11.02	12.06	11.09	13.07	11.01	12.02
Non Pupil Premium	11.04	13.08	12.01	14.03	11.09	14.04	12.06	15.01	11.01	12.08

Year 10				Year 11			
Entry 1		Entry 2		Entry 1		Entry 2	
Reading	Spelling	Reading	Spelling	Reading	Spelling	Reading	Spelling
11.03	13.02	11.08	14.01	9.09	11.1	10.04	12.07
11.08	13.06	12.03	14.02	10.08	13.09	10.09	14.08

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