

ARK CHARTER ACADEMY- Pupil Premium Strategy Statement 2018-19

1. Summary Information					
School	Ark Charter Academy				
Academic Year	2018/19	Total PP budget	£323,510	Date of most recent PP review	Sept 2018
Total Number of students	657	Number of students eligible for PP	342	Date for next internal review of this strategy	March 2019

2. Current Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 9-4 incl. EM	50%	76%
% achieving 9-5 incl. EM	34%	58%
Progress 8 score average (from 2018)	-0.51	0.44
Attainment 8 score average (from 2018)	3.7	5.2

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	58.1% of year 7 students are eligible for PP. 33.3% of these students are on the SEND register
B	47.3% of year 11 students are eligible for PP. 34% of these students are on the SEND register
C	2% of the students in year 7 eligible for PP also have an EHCP and therefore additional needs, which hinders progress.
D	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other students, which prevents them from making good progress in Year 7.
E	Numeracy skills entering year 7 are lower for pupils eligible for PP than for other students which prevents them from making good progress in year 7
F	25% of students in year 10 eligible for PP are also on the SEND register and therefore additional needs, which hinders progress.
G	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
H	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4.
I	62% of persistent absentees are eligible for PP across all year groups which severely hinders progress
J	Behaviour and poor aspiration issues for a small group of KS3 and Year 10 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)		
K	Attendance rates for students eligible for PP are 93.1% (below the target for all children of 95%)	
L	Parental engagement from parents of pupils eligible for PP is lower than non-PP. For example, parents' evenings, information evenings and events.	
4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	High levels of progress in literacy for Year 7 pupils eligible for PP	Pupils eligible for PP in Year 7 make the same levels of progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and at least 80% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using reading assessments and English written assessments in November, March and June.
B	High levels of progress in numeracy for Year 7 pupils eligible for PP	Pupils eligible for PP in Year 7 make the same levels of progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and at least 80% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using numeracy assessments and written assessments in November, March and June.
C	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and SLT
D	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 85% or above are on track to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place personalised compulsory interventions, monitored by heads of departments (HOD) and SLT
E	Improved rates of progress for SEND students also eligible for PP in years 7, 10 and 11.	Students with an EHCP in years 7,10and 11, also eligible for PP will make as much progress as other students and students in these year groups.

F	Behavioural issues of KS3 and Year 10 addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
G	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 8% or below. Overall attendance among pupils eligible for PP improves from 93.1 % to 95% in line with 'other' pupils.
H	Improved parental engagement, particularly of year 10 parents	At least 90% of parents of pupils eligible for PP will attend all Academy events. Parental engagement amongst year 10 PP parents will improve from 60% to 90%

5. 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.					
i. Quality teaching for all					
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?
Improved KS3 literacy progress	Students in KS3 to follow a course of Expressive Writing.	Students in the lower sets will follow the prescribed course on E.W to improve reading, literacy and writing skills	All KS3 English teachers will receive CPD on the EW course and high quality training will ensure high quality delivery of the course and successful implementation	HEAD OF ENGLISH	Ongoing
Improved KS3 literacy progress	CPD on Reading groups developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to	Components of language identified as an area of weakness Schools in the English network have successfully trialled this approach.	Head of English and SLT (T & L) member to ensure that it is well resourced, staff are highly trained and taught effectively.	Head of English/SLT	Dec 2018

	assess the components of language.	Dedicated period of reading on curriculum has been shown to improve reading ages and literacy.			
Teaching and learning CPD for all staff	New Teaching and Learning Policy to improve T & L for all student groups with particular emphasis on PP students	Planning for progress, differentiation, questioning and assessment for learning are vital components for good teaching and learning and therefore when delivered effectively, will accelerate progress of all students	SLT will provide CPD to all staff on a weekly basis. It will then be monitored by HoDs and SLT by observations and learning walks	Principal	Ongoing
Total budgeted cost					£5,628
ii. 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?
Improved Year 7 literacy progress	121 and small group provision of Read Write Inc	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. CPD for TA's delivering the programme. The programme will be monitored weekly by the SENCO and the pupils assessed every 3 weeks. Regular monitoring of its use. CPD for all maths	SENCO	Jun 2018
Improved Year 7 numeracy progress	Use of TA's for daily, intensive literacy interventions Implementation of numeracy catch-up programme	Students with reading ages below 8 will have daily interventions including, phonics, reading and a literacy programme Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy			Jan 2019

		<p>difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.</p> <p>Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy.</p> <p>LSAs supporting sets with ECHP students and where possible sets which high numbers of students with low numeracy skills.</p>	<p>teachers and TAs. Students assessed formally 3 times a year.</p>	<p>Head of maths/KS3 maths</p>	
<p>Improved progress for high attaining pupils</p>	<p>Appointment of a HA coordinator (as part of PSCHE and Careers Lead role)</p> <p>Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly</p>	<p>An appointment will be made to ensure that progress for HA pupils has a high profile across the Academy and that HA students receive an additional and different curriculum and extra curriculum offer to ensure improved progress.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as</p>	<p>Appointment will be made by the Principal. HA co-ordinator will be line managed by a member of SLT</p> <p>Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, November, March and June HODs to observe</p>	<p>VP</p> <p>Head of Maths/English</p>	<p>July 2018</p> <p>March 2019</p>

	<p>Trips and visits for HA pupils</p> <p>Creation of the 'Brilliant Club'</p> <p>Payment of resources for HA PP students</p>	<p>talks from successful former students</p> <p>Visits to universities and business placements to improve engagement and aspirations</p> <p>The HA students will form the Brilliant Club and will receive additional mentoring, extracurricular opportunities and specialist lessons from SLT members Parents will also engage in the programme.</p> <p>Revision packs, books, equipment and trips and visits will be subsidised or paid for to allow for equal opportunities.</p>	<p>sessions and provide feedback / support.</p> <p>Trips and visits will be planned on a half termly basis and overseen by HA co-ord and EVC</p> <p>This will be monitored, reviewed and evaluated by the HA co-ord, Heads of Year and AP.</p> <p>Bids will be made to the VP who oversees the PP budget.</p>	<p>HODs/KS4 lead</p> <p>VP for HA</p> <p>VP for HA</p> <p>VP</p>	<p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Ongoing</p>
Improved progress for PP students in KS4	Intervention sessions in all subjects provided before, after school, during holidays and at weekends	Interventions out of school hours provided by specialist subject teachers is proven to improve progress and exam results	Students personally invited by letter, Engagement from parents. Attendance monitored. Planning of sessions and delivery monitored by HoDs	HODs/KS4 HoYs	July 2019
Accelerated Year 7 literacy and numeracy progress	Nurture group established, led by dedicated SEN teachers	Students well below expected progress will have a personalised timetable with increased time for English, read write phonics and maths. Mastery of these subjects will lead to improved outcomes in all other subjects	SENCO and SLT (curriculum) will ensure a suitable, adapted timetable with specialist teachers, supported by highly trained TA's	VP	Jan 2019

Improved outcomes for all PP students	Mentors assigned to mid attaining students, focused for those on the SEN register	As well as support with managing issues such as exam stress, mentors will also provide 121 tuition in key skills which are proven to improve progress and exam results.	SENCO and TAs will provide mentoring during tutor time. Additional mentoring drop in session open to all students after school once a week. Attendance monitored.	SENCO/VP	ongoing
Improved outcomes for lower ability KS4 students	Adapted KS4 curriculum - Asdan course to allow lower ability students to achieve including students with EHCP	Lower ability students find it hard to achieve in 8 or more subjects and need targeted support in their curriculum and in life skills. This course provides both and enables students to be successful.	Delivered by specialist teachers. CPD provided on specification, delivery and assessments.	VP	June 2019
Improved outcomes for PA students in KS4	121 small group maths and English tuition	Evidence has proven that 121 tuition improves progress and exam results.	Delivered by specialist teachers. CPD provided on specification, delivery and assessments.	VP	Ongoing
	Personalised KS4 curriculum including enhanced curriculum offer from alternative providers	Engagement and progress of PA students is improved by alternative curriculums, sometimes provided by external providers such as construction, mechanics, catering and small group provision	Attendance monitored. Regular visits by ACA staff	VP-Pastoral	Ongoing
Total budgeted cost					£195,657
iii. 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?

<p>Increased attendance rates</p>	<p>Dedicated attendance manager employed to monitor students and follow up quickly on truancies, run attendance panels and regularly liaise with parents. First day response provision.</p> <p>Attendance officer, DDSL, MABS and Early Help provision employed to work with vulnerable students and families and all PA students.</p>	<p>We can't improve attainment for children if they aren't attending school. Students will be closely monitored and improved parental engagement and support will improve attendance.</p> <p>Intensive, targeted support by a highly trained, qualified person will offer specialist support to students and families to help overcome barriers to attending school and barriers to learning. This will include home visits, mentoring support and liaison with external agencies.</p>	<p>The pastoral team and the vice principal will ensure that school attendance systems are implemented and work. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and strategies assigned to each PA student eligible for PP. Attendance and progress discussed at least fortnightly with SLT. Attendance and progress discussed at least fortnightly with SLT.</p> <p>Attendance officer, DDSL and Early Help provision to visit all PA at home to discuss attendance with parents / carers and explore barriers. Monitoring of mentoring sessions in school. Detailed logs to be kept of visits, meetings, referrals and intervention</p>	<p>Vice Principal</p> <p>Vice Principal/DSL</p> <p>Vice Principal</p>	<p>Ongoing</p> <p>Feb 2019 and July 2019</p>
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Problem behaviour in KS3 and Year 10 addressed	Implementation of an Inclusion Panel to consider referrals and Identify earlier targeted interventions.	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.	Ensure identification of students is fair, transparent and properly recorded. Use ESW to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Charter points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	YLMs, Pastoral Leaders and Assistant Vice Principal	July 2019
Improved student engagement leading to high aspirations	Curriculum enrichment	PP Students will attend enrichment activities such as Diversity, chess, Speak Out, debating to enrich their curriculum offer and life chances. PP students will be prioritised through detailed tracking of HA students.	All activities will be monitored by SLT, attendance monitored. Parents engaged to support attendance.	PSCHE Lead/SLT	July 2019
All PP students have access to enhanced learning/curriculum to improve outcomes.	Appointment of an Extracurricular lead (as part of PSCHE and Careers Lead role) Payment for resources	Extracurricular activities improve the engagement of students, their social and emotional skills and therefore their progress. PP students will be targeted to attend after school and lunchtime clubs. PP students will have funding available for curriculum trips and visits, extra-curricular trips and visits, curriculum resources,	Attendance will be monitored by the EC lead. All requests for extra funding will be individually assessed and allocated by Principal. Curriculum	VP Vice Principal	July 2019 July 2019

		revision guides, uniform and breakfasts to ensure equal opportunities. Pupil premium students will attend at least 1 club per week	resources will be distributed and all trips and visits monitored by EVC.		
Barriers to learning are identified early and interventions in place	New referral system to be put into place to refer to Inclusion Panel Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions.	All ACA staff will have capacity to refer students to the panel. The EP is able to provide specialist support for students with learning needs and early diagnosis enables early interventions and improved progress	The VP will chair the IP and monitor the outcomes. The SENCO will refer suitable students and work closely with the EP to diagnose students and create a suitable pathway for them. They will also provide CPD for staff and monitor the progress of students via behaviour logs and tracking and assessment data.	Vice Principal	July 2019
Total budgeted cost					£51,038