

Ark Charter Academy - Pupil premium strategy statement – 2021/22

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 Charter Academy
Number of pupils in school	818
Proportion (%) of pupil premium eligible pupils	60% (490)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	F Chapman (Principal)
Pupil premium lead	F Chapman (Principal)
Governor / Trustee lead	Ark Schools Board / ACA Governor – Charles Hindson (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£413,038
Recovery premium funding allocation this academic year	£52,678* <i>*Being used to support academic tutoring.</i>
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	£465,716

Part A: Pupil premium strategy plan

Statement of intent

As a school, we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP strategy plan below.

The spending plan will be reviewed September 2022.

The school rigorously monitors and evaluates the impact of Pupil Premium funding. Tracking progress over time is essential so that we can quickly identify need and develop strategies and interventions in order to accelerate progress. The data we collect is consistently used during pupil progress meetings which take place regularly.

Challenges

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

Challenge number	Detail of challenge
1	55% of year 7 students are eligible for PP. 32% of these students are on the SEND register.
2	54% of year 11 students are eligible for PP. 34% of these students are on the SEND register and therefore have additional needs.
3	6% of the students in year 11 eligible for PP also have an EHCP and therefore have additional needs.
4	There is a language deficit (both a gap in vocabulary and a lack of ability to manipulate language for effect) which makes it more challenging for students to access the curriculum and make good progress.
5	Literacy skills entering year 7 have historically been lower for pupils eligible for PP than for other students which makes it more challenging for them to access the curriculum and make good progress.
6	Numeracy skills entering year 7 have historically been lower for pupils eligible for PP than for other students which makes it more challenging for them to access the curriculum and make good progress.
7	38% of students in year 10 eligible for PP are also on the SEND register and therefore have additional needs.

8	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across both Key Stage 3 and Key Stage 4. This prevents sustained high achievement through KS4.
9	A significant proportion of students have limited cultural capital and enrichment. The lack of experiences limits language and understanding
10	Exclusions for PP students are significantly higher than for non-PP students, leading to loss of learning time. 2019/20 exclusions % of PP students having had 1 exclusion or more (7-11) is 10.5% 2019/20 exclusions % of Non-PP students having had 1 exclusion or more (7-11) is 4.7% 2020/21 exclusions % of PP students having had 1 exclusion or more (7-11) is 8.4% 2020/21 exclusions % of Non-PP students having had 1 exclusion or more (7-11) is 3.8%
11	PP students are disproportionately represented in the number of students leaving the academy at risk of NEET.
External barriers	
12	Attendance of PP students across all year groups was significantly lower than non-PP students.
13	30.7% of the Academy's PP students are persistently absent across all year groups, compared with Non-PP where 22.5% are persistently absent. Persistent absence severely hinders progress.
14	Higher mobility-overcoming some of these barriers is a long process. When pupils, who may already have additional barriers to learning, join the school late in their secondary career, the impact of the school is lessened due to the lack of time where the academy is able to diagnose and 'treat' / support (81 students in 2020/21).

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
<ul style="list-style-type: none"> To improve the quality of teaching across the academy Codify approach to co-planning so that all teachers identify what students should know and show. 	All groups make nationally expected progress (+1.00) by the end of the year which will be monitored closely in all year groups but with a key focus in year 11 where first formal mock examinations

<ul style="list-style-type: none"> Our vision for teacher effectiveness is to support all teachers on their path to expertise. The launch of the Ark Great Teacher Rubric (GTR) which is designed as a framework to support and enable teacher development from the earliest stages through to the highest level of exemplary practice and the scope and sequence which codifies how coaches identify the highest leverage action for teachers has codified our approach to increasing teacher expertise. This is supported by the introduction of the Charter Blueprint for Planning and signature strategies to support development of planning and techniques that teachers should use in the classroom to ensure a consistency of delivery. All teachers, HoDs, Teacher Educators and SLT use the GTR scope and sequence, signature strategies and blueprint to develop teacher expertise. 	<p>will take place in November and then January.</p> <p>The progress of PP mid and high attainers is in line with non PP mid and high attainers in KS3 and that this continues to improve.</p> <p>The staff body demonstrates mastery of the key signature strategies such that additional strategies can be introduced at each half term.</p> <p>Progress and attainment in KS3 English improves so is more in line with Ark average.</p> <p>Y7 – 20/21 P8: -0.43 Ark P8 average/Benchmark: -0.04</p> <p>Y8 – 20/21 P8 -0.61 Ark P8 average/Benchmark: +0.04</p> <p>Y9 – 20/21 P8: +0.28 Ark P8 average/Benchmark: -0.04</p> <p>Progress and attainment in KS3 maths improves so is more in line with Ark average.</p> <p>Y7 – 20/21 P8: -0.11 Ark P8 average/Benchmark: -0.04</p> <p>Y8 – 20/21 P8 -0.41 Ark P8 average/Benchmark: +0.04</p> <p>Y9 – 20/21 P8: -0.27 Ark P8 average/Benchmark: -0.04</p>
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<p>Improve the quality of teaching and learning so that lesson planning is effective in reducing the classroom variation that was limiting student progress across all subjects, the academy has focused on establishing a consistent approach to lesson planning and has implemented a number of signature strategies to manage climate for learning.</p>	<p>Learning walks to demonstrate high ratio activities</p> <p>Marking and feedback that stretches and challenges mid and high attaining pupils.</p> <p>Next steps that are implemented to meet the needs of target pupils and close the gaps and improve progress.</p> <p>Improved quality of co - planning.</p>
<p>The academy vision ensures that all students have access to the same curriculum and work to master it. However, SEN support and white disadvantaged boys have underperformed for some time. To address this, we have established tutor time reading twice a week for all KS3/4 students, and a new SEND strategy and careers programme to build in aspiration and goal setting to motivate disadvantaged students.</p>	<p>To evaluate the impact of the academy reading strategy in addressing the language deficit.</p> <p>To evaluate the impact of the nurture group, Fresh Start, Catch-Up Reading, Y7 Numeracy Programme, Catch-Up Numeracy and adapted KS4 curriculum.</p>
<p>Attendance of our PP pupils improves to be in line with non PP and remaining above national average during Covid-19 pandemic.</p> <ul style="list-style-type: none"> • To achieve a sustainable increase in student attendance the system in being underpinned by the introduction of SOL Attendance, which develops and supports leaders to deliver exemplary practice in attendance management and supports leaders in implementing tried and tested attendance improvement strategies. • Increased use of systematic communication with parent/carers to en- 	<p>Attendance of PP pupils to be above the national average during the Covid-19 pandemic. PA to be less than 20%.</p> <p>Tracked closely through the weekly pastoral reviews and use of SOL tracking programme.</p> <p>Evaluate impact of interventions at termly pastoral reviews.</p> <p>To continue to work closely with the schools attendance officer and PCC attendance service.</p>

<p>sure that the whole school community works together to increase the attendance trend.</p> <ul style="list-style-type: none"> • Pastoral weekly tracking beginning to show an increased attendance as a result of the escalation system • Introduction of tutor folders to ensure individual review and accountability of students for their own attendance and punctuality. 	
<p>Improve behaviour of our PP pupils resulting in a fall in exclusions and catch-ups.</p>	<p>Exclusions for our PP pupils to be less than 12% (10.5% in previous academic year – this however needs to take into account students were in lockdown from March) Weekly pastoral data reviews track closely the behaviour of PP pupils.</p> <p>Termly pastoral reviews process tracks the interventions for our PP pupils.</p> <p>Evaluate impact of intervention strategies-behaviour mentor, art therapy, MABS support.</p>
<p>Raise aspirations and ensure all PP pupils have the right guidance for post-16, university and career options through the raising aspiration and enrichment programme.</p>	<p>All pupils in year 7-10 to have had one meaningful encounter with a university and had guest speaker in assembly.</p> <p>For a minimum of 97% of our Year 11 pupils to go to a good or better post 16 provider.</p> <p>All Year 11 pupils to have had a one to one career interview with PCC careers advisor.</p>
<p>Support PP pupils to develop the habits of success and feel positive about school through engagement in a range of enrichment activities.</p> <p>The dedicated careers lead has benchmarked current provision against The Gatsby Benchmarks and mapped out a comprehensive careers and destinations</p>	<p>All PP pupils participate in at least 1 enrichment activity for 6 weeks each over the course of the academic year in addition to enrichment activities offered during DDD as well as progress through the Academy's new pledge system.</p> <p>Impact on motivation and therefore achievement (PP pupils make expected or above expected progress across all subject areas in each academic year. There is no gap between PP and non PP academic</p>



<p>programme. Link to Gatsby Audit Benchmark 1 – A stable careers programme</p> <p>All students now receive advice on next steps from the Careers Lead and a Level 6 trained Careers Advisor. Disadvantaged students are targeted for early support including those who are at risk of being NEET. These individuals have 1:1 careers mentoring, experience placements and are prioritised for support with interviews and application forms. Where these interventions have not had the desired impact, a Local Authority key worker is assigned to work with the student through transition until they secure a post 16 destination. Link to Careers Audit for Benchmark 8 – Personal guidance</p>	<p>progress across the subject range). There is no gap in attendance between PP and non-PP pupils.</p> <p>Track and monitor the attendance to enrichment and extra-curricular activities.</p>
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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: £95,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the quality of teaching across the academy to ensure student outcomes rapidly improve.</p> <p>Codify approach to co-planning so that all teachers identify what students should know and show so that teachers understand what success looks like and plan accordingly.</p>	<p>Staff deployment & development – Improving the quality of teaching through staff deployment and Continuing Professional Development (CPD) – EEF</p> <p>Rauch and Coe (2019) explain, ‘The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’</p> <p>Ark GTR implementation training for stakeholders.</p>	<p>1-8</p>
<p>Improve the quality of teaching and learning so that 70% of the lessons are effective and to reduce the classroom variation that was limiting student progress across all subjects, the academy has focused on establishing a consistent approach to lesson planning and has implemented six strategies to manage climate for learning.</p>	<p>As above</p>	<p>1-8</p>

To address the language deficit of students		4
To improve the progress of students in KS3 English to be in line with national expectations.	<p>‘English Mastery programme’ Students in schools adopting English Mastery were found by an independent. The Brilliant Club study to have made more progress than similar students in schools that did not adopt the programme.</p> <p>Pupils made on average four months' additional progress in English after one year on the programme.</p>	1,5,6,8
To improve the progress of students in KS3 Maths to be in line with national expectations.	<p>In June 2021, an FFT (Fischer Family Trust) Education Datalab impact report found conclusive evidence to show that Mathematics Mastery had a positive impact on GCSE mathematics grades in the schools they looked at who were using the programme.</p> <p>The estimated impact on students in these schools was the equivalent of around 1/8 of a grade, or one month of additional progress.</p> <p>An earlier EEF (Education Endowment Foundation) study also showed students in schools adopting Mathematics Mastery were found to have made more progress than similar in schools that did not adopt the programme. Students were again found to have made on average one months' additional progress after one year on the programme.</p>	1,5,6,8
To ensure that progress, particularly in Maths and English, is expected or above expected.	As above.	1-8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To stretch our mid and high attaining PP pupils in KS3&4 by providing study skill sessions, revision skill sessions and motivation workshops.	Metacognition & self-regulation – EEF 30 th August 2018	1-8
<p>To ensure that our PP pupils have all the revision materials, books and equipment they require to enable their progress.</p> <p>To ensure all PP pupils have access to Tassomai, Hegarty & Seneca (y11).</p>	Access to materials to enable to support with above evidence approach.	2,3,7
Improved outcomes for SEN and lower ability KS3 students	Special Educational Needs in Mainstream Schools – EEF – 20 th March 2020	1, 5, 6, 8
Improve outcomes for lower ability PP KS4 students	Special Educational Needs in Mainstream Schools – EEF – 20 th March 2020	2, 3, 4, 7
Improved outcomes for PA students in KS4	See Sol attendance testimonials below.	13
To raise the aspirations of our PP pupils to ensure that 97% of PP pupils get	Aspiration interventions – EEF – July 2021	9

into good or better colleges.		
Enrichment Opportunities	Aspiration interventions – EEF – July 2021	9
Music lessons available to PP students.	Arts participation – EEF – July 2021	9
KS4 Careers	Careers education: International literature review (July 2016)/ EEF	9

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

Budgeted cost: £ 203,653.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the attendance of our PP pupils to be in line with our school target of remaining above national average not during Covid-19.	Testimonial – Use of Sol attendance: ‘I have worked with Sol across a number of different schools. Each time I have implemented the system I have seen a tangible improvement in attendance and a reduction in persistent absenteeism. The Sol team have a clear system and structure that can work in any school, but they are able to adapt to the different needs of different institutions. If you are thinking of changing your approach to attendance I would recommend contacting the team to see what they can do’ Executive Principal – West London	12, 13, 14
To improve the behaviour of our PP pupils to see a reduction in the number of catch ups & exclusions of our PP pupils	Improving behaviour in schools – Guidance report. EEF	11
To establish an assessment system	Improving behaviour in schools – Guidance report. EEF	10, 11



which will enable us to identify barriers to learning and/or maintaining good behaviour		
Use of Portsmouth Educational Psychology Service	Improving behaviour in schools – Guidance report. EEF	10, 11
Use of Alternative Provision	Improving behaviour in schools – Guidance report. EEF	10, 11

Total budgeted cost: £413,038.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021 and 2020 to 2021 will not be used to hold schools to account.

Students were able to complete end of year assessments during the summer 2 term however due to year group bubble bursts across this assessment period it is not possible to accurately compare headline measures with the 2018/19 academic year.

Comparisons will be made following November 21/22 Y11 mocks with the 18/19 November mock series.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.