

Pupil Premium Strategy Statement: Ark Alexandra Academy

Timeframe for review and staff member responsible: CCO/LCO

Further Documentation here: [EEF Pupil Premium Guide](#) [DfE Pupil Premium information and FAQs](#)

1. Summary information					
School Name:	Ark Alexandra Academy	School Context:	<p>Ark Alexandra is a new church school as a result of the joining of Ark Helenswood girls' school and the Ark William Parker boys' school.</p> <p>In 2019 Hastings was ranked 17th of Local Authority Districts with the highest proportion of neighbourhoods in the most deprived 10% of neighbourhoods nationally. Hastings is 14th of the 20 local authority districts with the highest proportions of income and employment deprivation. It is 15th of the 20 local authority districts with the highest proportions of children in income deprivation. [1]</p> <p>In 2017, as part of a nationwide drive to improve areas facing similar challenges, the Department of Education invested up to £6m to set up The Hastings Opportunity Area (HOA) to run across 3 years, with a further £1.25m extension announced for 2020 / 21.</p> <p>2019 was the first year of the joining of William Parker and Helenswood. That year was curtailed due to the global pandemic.</p> <p>The school has 34% of students in receipt of pupil premium with 30% receiving FSM. 1% of students have an EHCP and 9% are K coded for SEND. Approximately 5% of students are in year admissions or haven't been in the school since enrolment in year 7.</p>		
Academic Years covered by plan	Sept 2020- July 202	Total PP budget for current year	£ 476,545	Date of most recent PP Review	Oct 2020

[1] The English Indices of Deprivation 2019 - Statistical Release -

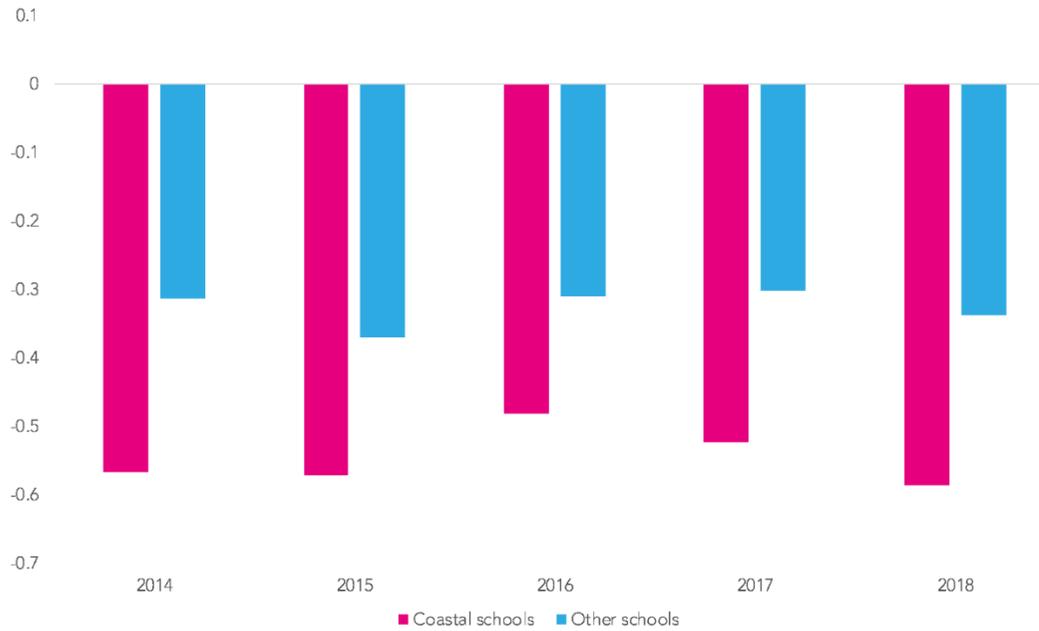
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835115/loD2019\\_Statistical\\_Release.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/loD2019_Statistical_Release.pdf)

		Estimated budget for period covered by the plan	£ 1,650,000	Key findings and actions recommended / taken  <i>Actions should also be noted against activity below.</i>	Follow through with greater accuracy and detail in planning and monitoring PP progress and strategies. More rigorous QA of PP strategies Track and monitor impact of PP strategies throughout the year. For each area of focus a clear timeline of actions, impact and responsibilities needs to be in place Ensure whole staff priority focus on PP students in their classes from all key stages across sites. Greater attention placed on PP progress and attainment in years 9 and 10 to diminish the gap earlier. -					
Total number of pupils	1,389	Number of pupils eligible for PP	474	Date for next review of strategy	Sept 2021					
Summary of strategy	Improved self-confidence, self-esteem and participation in learning. This is done by improving children's oral language, vocabulary and self-regulation in the classroom, through class teaching, targeted intervention and enrichment. Our ambition is that all pupils attain well, irrespective of background or barrier to learning through research informed practice, inclusive teaching and curriculum equity. This is part of the school's wider improvement plan.  Increase student's confidence and ability to speak to an audience or give presentations (oracy programme)									
Phase focus	EYFS	%	KS1	%	KS2	%	KS3	38% disadvantaged	KS4	35% disadvantaged
SLT lead	Chris Connor			Governance lead			Clifford Smith			
Date last updated	28/10/2020									

Current attainment / outcomes	Disadvantaged Pupils	Other Pupils (LA average)	Other Pupils (National Average)	Other key measures (e.g. subgroups, locality)
	See below	2019: Attainment 8: 45.3 %@4+ E&M:63.6 %@5+ E&M:41.7	2019: Attainment 8: 46.8 %@4+ E&M:64.9 %@5+ E&M:43.4	See below

	2018 Cohort			2019 Cohort		
	PP	Non-PP	Gap	PP	Non-PP	Gap
% 4+ English & Maths	47.4	63.4	-16.0	42.2	73.0	-30.8
% 5+ English & Maths	25.6	45.4	-19.7	31.3	50.7	-19.4
% English 4+	57.7	77.6	-19.9	48.4	79.1	-30.6
% English 5+	42.3	60.7	-18.3	39.1	66.2	-27.2
% Maths 4+	53.8	67.8	-13.9	50.0	75.7	-25.7
% Maths 5+	32.1	49.7	-17.7	35.9	56.8	-20.8
% EBacc 4+	17.9	24.0	-6.1	25.0	35.1	-10.1
% EBacc 5+	7.7	18.0	-10.3	7.8	20.3	-12.5
Attainment 8	36.6	46.0	-9.5	36.3	46.7	-10.4
Progress 8	-0.6	0.1	-0.7	-0.4	0.3	-0.7

Mean Progress 8 scores for disadvantaged pupils, 2014-2018  
State-funded mainstream schools



## 2. Barriers to future attainment (for disadvantaged pupils and any other target groups)

Being in receipt of disadvantaged funding is no indicator of ability nor does this set any limit on achievement. The academy is located within an area of high deprivation above the national average deprivation factor. Hastings is the 17<sup>th</sup> most deprived borough in the UK and is a government opportunity area. Some of the main barriers faced by our students are:

- Literacy levels - Some students have low levels of literacy which impedes their learning and their confidence this includes Oracy levels - use of formal language and confidence to articulate and present
- Numeracy levels
- Access to broadband and devices
- Access to Extracurricular activities
- A lack of aspiration of some students, mostly PP. CEIAG - Students need to have a clear aspiration for the future that explains to them why they need to do well in their exams
- The dis-engagement and behaviour of some PP students in years 10 and 11, has a detrimental impact
- Lack of cultural capital
- Self-confidence and resilience
- Lack of social mobility

	Barrier	Evidence and numbers of pupils involved	Subjects / Outcomes / Other affected
A.	Literacy, oracy and fluency - Some students have low levels of literacy which impedes their learning and their confidence	<p>More than half of disadvantaged pupils (54%) leave primary school with a reading level below the expected standard. Currently we have PP students with Reading Ages below 10 as follows: 23 students in Year 11; 32 students in Year 10; 53 students in Year 9; 86 students in Year 8 and 66 in year 7. 19% of years 7-11 have a reading age of 9 or below and 7% with a reading age of 5 or 6. Nov 2020.</p> <p>HOA Literacy – primary school pupils make less progress than their peers across England. In 2016 the percentage of those meeting the expected standard in reading at KS2 was 57% compared to the national average of 66%, with only 65% of secondary students achieving Grade C GCSE or above, compared to 75% nationally.</p>	<p>Low literacy levels affect student's ability to access the material and exam questions in all subjects. A GL assessment report from Feb 2020 states: “the correlations in maths and the sciences also underscore just how ‘text heavy’ most academic subjects are and why literacy is so crucial. Even the more expressive subjects – art, drama, music – have strong correlations to reading ability.”</p> <p>Oracy is vital for students to be able to articulate their ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. To become highly employable after leaving school, students need to be able to express and present themselves well in an interview so it is crucial that they can do this well in all subject areas.</p>

		Pupils less likely to talk in class discussions due to underdeveloped vocabulary, oral language and self-confidence.	
B.	Digital strategy	<p>There are (x) % of students without access to a device and broadband. The government intervention did not provide enough devices. As a Trust we are therefore ensuring that none of our students will ever be disadvantaged by a lockdown or from self-isolating.</p> <p>The COVID lockdown exasperated the gap as many of our students were unable to access the online learning</p> <p>Academic intervention devices are being deployed to students without access to a laptop or iPad at home.</p>	<p>This has an impact on all areas of the academic curriculum as it gives access to work, homework and online learning platforms these are utilised by all departments as part of the curriculum development this will allow all students to catch up and ensure progress in line with their peers.</p> <p>Development and introduction of blended learning will develop student's confidence levels with the use of ICT for their learning.</p> <p>This will allow students to develop further skill sets for employment.</p> <p>Staff have received training in the use of different platforms for setting homework and lesson work (whether as a support for in addition to the classroom teaching)</p>
C.	Numeracy levels	<p>Too many pupils leave primary school without achieving the expected standard in reading, writing and mathematics – the key foundations for future learning. Approximately 20% of all year 7 students enter Ark Alexandra with numeracy levels below that of the national standard. This increases to 30% of disadvantaged students compared to 16% of non-disadvantaged. . At secondary, disadvantaged pupils achieved more than half a GCSE grade lower than their peers in maths (-0.55) in 2016. Pupils made less progress in maths than their peers nationally at all four mainstream secondary schools in Hastings HOA</p> <p>Maths – in 2016 only 59% of primary leavers reached the expected standard, 10% behind the national average, and</p>	<p>The obvious subject that low numeracy levels affects is Maths but also science, geography, history and computing. Graphs and charts are used in a wide variety of subjects to present data and information. Numeracy also is a life enabler as good GCSE results in Maths opens doorways to further learning and enables students to reach their full potential, and good financial skills rely on numeracy skills.</p>

		<p>all secondary schools made less progress than the national standard.</p> <p>In 2020 this has been further compounded by the loss of learning from Covid- 19. 18% of our year 8 boys are in the bottom 5% nationally for English. This increases to 27% of year 8 boys and 21% of all year 8 students. Students are performing below national average in maths, with girls out performing boys.</p>	
D.	Access to Extra-curricular activities	<p>Our disadvantaged students attend less clubs and activities outside of school than our non-disadvantaged students and as such miss out on the social skills, cultural capital and personal growth that can be gained from attending such activities. Of all the students that attended after-school extra-curricular activities approximately only 14% were PP students.</p>	<p>The social skills, cultural capital and personal growth gained from the extra-curricular are key to the students being able to progress. If students are motivated by extra-curricular activities they will be more engaged in school and their attendance will improve, resulting in better outcomes. The ability to interact with people enables students to be confident both in familiar and unfamiliar contexts.</p> <p>Due to covid restrictions all extra-curricular had to be halted. Both CCF and D of E have several students who have signed up and are actively engaged on the programme through distance learning.</p>
E.	A lack of aspiration of some students, mostly PP. CEIAG - Students need to have a clear aspiration for the future that explains	<p>Pupils in Hastings are overall less likely to progress into sustained further education: 55% of all pupils compared to 66% nationally. This gap widens for disadvantaged pupils with 49% progressing into sustained further education compared to 65% of disadvantaged pupils nationally. Far fewer pupils in Hastings attend universities that demand the best A levels or equivalent; only 8% of all pupils in Hastings progress to the top third universities, compared to 17% nationally. Disadvantaged pupils in Hastings are less likely to progress into sustained education, employment or training at age nineteen than their peers nationally, 8% were recorded as having no activity captured post19, this is</p>	<p>Many students rather than lack aspiration, lack expectation. Many of our young people aspire to great things but when asked if they would expect to do those things many feel they won't be able to, given the personal and social constraints that they face.</p> <p>This lack of expectation is eminent in most subjects and require the teachers to ignite their imagination and expectation to make our students believe their aspirations are possible.</p>

	to them why they need to do well in their exams	compared to 3% nationally. HOA Broadening Horizons – many young people are not participating in extra-curricular activities and aren't experiencing meaningful encounters with the world of work.	
F.	The dis-engagement and behaviour of some PP students in years 10 and 11, has a detrimental impact on attainment, progress and attendance.	Attainment in Hastings is lower than the national average and disadvantaged pupils are particularly at risk of low outcomes. 50% of pupils achieved A*-C in GCSE English and maths in 2016, compared with 63% nationally. Disadvantaged pupils made less progress than their peers and achieved on average half a GCSE grade less than their peers nationally. A PP student is three times more likely to receive an exclusion than a non-pupil premium student. HOA – in 2017, Hastings' primaries had the highest persistent non-attendance in the country. and was amongst the worst performing for secondary.	Lower attendance results in lower attainment.  At present there is a gap between PP and non-PP students of between 4-5%.
G.	Self-confidence and resilience	Young people from Hastings are more likely to be 'not in education, employment or training' (NEET) than young people in other areas and are less likely to progress to higher education. Employers tell us that several young people lack the essential skills for employment – such as motivation, timekeeping, self-control and perseverance. Hastings has high rates for the incidence of depression and prevalence of severe mental illness; emergency admissions due to mental health or self-harm, working age people claiming Employment Support Allowance due to mental health problems. We have identified 13 students who are in danger of being NEET in our current year 11	Self-confidence and resilience affects students' progress across a wide range of subjects and can differ from pupil to pupil and from subject to subject.

H.	Lack of social mobility	<p>In 2019 Hastings was ranked 17th of Local Authority Districts with the highest proportion of neighbourhoods in the most deprived 10% of neighbourhoods nationally. Hastings is 14th of the 20 local authority districts with the highest proportions of income and employment deprivation. It is 15th of the 20 local authority districts with the highest proportions of children in income deprivation. The index compared the chances that a child from a disadvantaged background will do well at school and get a good job. In the most recent Social Mobility Index Hastings ranked 299th. We believe that basics (4+ in English and Maths) are the essential life currency. Although the boys Pupil Premium gap has closed in 2019, the girls has widened.</p>				
Desired goals						
	Outcomes that indicate that a strategy or activity is on track to achieving its goal			Goal		
Barrier	Short Term (next 6 months)	Medium Term (6-18 months)	Long term (18 months to 3 years)	Success Criteria		How will it be evaluated?
A. Reading and Oracy levels	<p>Teachers trained in a variety of strategies to improve the reading skills of students</p> <p>Timetabled reading for pleasure sessions as part of the tutor programme</p>	<p>Teachers regularly using reading as part of their lessons</p> <p>Reading for pleasure sessions happening at the timetabled slot in all tutor groups</p> <p>Levelled appropriate books are used to support pupils in years 7 and 8 to support reading and home reading.</p>	<p>Students reading for their own pleasure in unstructured time</p> <p>Students selecting high quality texts</p>	<p>Post Intervention: Reading ages of students improved at a greater rate to reduce reading age variance</p> <p>Improved screening of students to identify them</p>	<p>Long term follow up: Sustainability of improving reading ages</p> <p>Ensure the opportunities for oracy are more prevalent and increasingly</p>	See Literacy Provision plan

	<p>All students to have a suitable reading book with them always.</p> <p>Teaching of Literacy, reading, for year 7 and 8 is effective and promotes positive pupil outcomes.</p> <p>Reading progress for Literacy groups in Year 7 and 8 closes toward ARE</p> <p>Fluency teaching is embedded across the whole of KS3.</p> <p>Lexia programme used to catch up students reading Yr9 upwards. Accelerated reader in HW (HOA)</p> <p>Reading age screened at start of year to identify target students</p> <p>Literacy classes in year 7, 8 and 9 –</p>	<p>Students selecting more challenging texts.</p> <p>Teachers teach the identified vocabulary across all subjects in year 7</p> <p>High quality non-fiction and fiction texts purposely chosen and included in all schemes of learning</p> <p>Targeted students screened throughout the year to identify progress and underperformance</p> <p>Teachers trained in how to plan for effective group or paired talk in the classroom (Think Pair Share)</p> <p>Teachers insisting on full sentence answers</p> <p>HoDs build in opportunities for student presentations into their curriculum</p> <p>Accelerated Reader trialled and rolled out with year 7</p> <p>Purchase PM benchmark and train staff in the use of it to monitor and evaluate students reading</p>	<p>Assessments show improved vocabulary test scored for FSM pupils compared to their peers.</p> <p>All teachers are trained in the strategies used to build and teach vocabulary and the programme is extended across Key Stage 3</p> <p>Waves of intervention added to support students to make progress</p> <p>Students supplying full sentence verbal responses without prompts from the teacher</p> <p>Use of student presentations in the classroom</p> <p>Students confidently questioning and challenging each other.</p>	<p>earlier ensuring they catch up</p> <p>Improved average reading age</p> <p>Increase in grades in students speaking and listening English GCSE</p> <p>Students confidently and articulately present their thoughts and ideas verbally in classroom and formal settings.</p>	<p>more challenging</p>	
--	---	---	--	--	-------------------------	--

	<p>Teaching fluency, comprehension and vocabulary</p> <p>Targeted Fresh Start phonics intervention</p> <p>English graduate TA to support with literacy</p>		<p>Students able to present to peers, teachers and an unfamiliar audience with confidence</p> <p>Accelerated reader rolled out across more year groups</p>			
	<p>Evidence Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p>Evidence Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p>Evidence Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p>Evidence Classroom observation Summative Assessment data</p> <p>Reading age testing</p>	<p>Evidence</p>	
B. IT/digital strategy	<p>Teachers trained on how to deliver blended learning.</p> <p>Resources developed to enable online learning to be accessible and assessable.</p> <p>The tracking of student engagement</p> <p>Overcoming issues with teaching half</p>	<p>Evaluating the learning lost through isolation in comparison to the first lock down</p> <p>Reading age testing</p> <p>GL-Assessments</p> <p>Quality of the resources assessed</p> <p>The care that the students take over their device</p> <p>Low stakes testing online to create quick progress checks</p>	<p>Ability of students to access online material and successfully plan their own learning</p> <p>Quality of the online provision</p> <p>Engagement in the homework and online low stakes testing</p>	<p>Post Intervention:</p> <p>Students are competent in using MS Office</p> <p>Students have the skills to research and use online resources, managing their time effectively.</p>	<p>Long term follow up:</p> <p>Review curriculum offer to ensure it is meeting the needs of our students.</p> <p>Sustain the use of IT and online materials to support learning</p>	<p>Monitoring student engagement</p> <p>Student voice</p> <p>Skills Audit</p>

	<p>the class in the classroom and others at home.</p> <p>Understanding the key learning and teaching virtually and overcoming any barriers.</p>					
	Evidence Classroom observation Summative Assessment data	Evidence Classroom observation Summative Assessment data	Evidence Classroom observation Summative Assessment data	Evidence Classroom observation Summative Assessment data	Evidence Classroom observation Summative Assessment data	
C. Numeracy levels	<p>Use the GL Progress Tests and CATs to identify numeracy bands/levels</p> <p>Identify and implement a catch-up programme for students with numeracy levels below a certain threshold e.g. Power of 2 booklets, Numeracy Ninjas, TT Rock Stars</p>	<p>Regular numeracy sessions timetabled and attended by students who require intervention (broader group identified)</p> <p>Training for HoDs to identify numeracy topics within their subject</p> <p>Numeracy made explicit in curriculum in all subjects</p> <p>Training to teachers on how to deliver the specific numeracy topics correctly in their subject with follow up support/monitoring</p> <p>Audit of KS3 Maths curriculum</p>	<p>Joined up approach to delivering key numeracy concepts across departments, including cross curricular examples/questions</p> <p>Common definitions for key mathematical terms across the curriculum</p> <p>Outreach work with primary schools to support with transition planning for year groups and individuals</p>	<p>Post Intervention:</p> <p>All students reach agreed baseline numeracy level</p> <p>PP numeracy levels in line with non-disadvantaged</p> <p>KS3 Maths demonstrates better progress rates</p> <p>Curriculum delivered with numeracy</p>	<p>Long term follow up:</p> <p>Post-intervention outcomes sustained</p> <p>Improved primary/secondary transition in maths</p> <p>Improved outcomes in GCSE Maths</p> <p>Review effectiveness of strategy</p>	<p>Evaluated:</p> <p>Evaluation of actions and impact will take place both during and at the end of each time period using the evidence stated. This will be conducted by the Numeracy Lead (or SLT Link).</p>

				explicit and standardised		
	Evidence Attendance at interventions Pre and post numeracy test Student voice	Evidence As before plus: KS3 Maths data Staff voice Subject Curricula LW, book scrutiny	Evidence As before plus: Cross curricular planning Primary outreach	Evidence As before	Evidence As before plus: GCSE Maths trends Updated plan following reviews points	
D. Access to Extra-curricular activities	<p>Enrichment programme timetabled.</p> <p>Staff able to promote and offer engaging activities</p> <p>Students selecting options that challenge and engage.</p> <p>Disadvantaged students prioritised in choices</p> <p>Review time of day for activities to run</p>	<p>Skills/competency/confidence linked to each enrichment activity so that learning is explicit and measurable</p> <p>Analysis of outcomes show an improvement in the attributed skills linked to enrichment</p> <p>Increased amount of enrichment options available to students</p> <p>Students support staff in leading activities</p> <p>Trips are mapped against curriculum delivery</p>	<p>Students demonstrate the skills linked to enrichment in their lessons.</p> <p>Increase in students attending enrichment activities in their own time.</p> <p>Students lead in promotion of activities</p>	<p>Post Intervention: Students have demonstrated progress in core skills associated with the activity.</p> <p>Increased engagement in the school community</p> <p>Improved attendance to school</p> <p>Trips mapped to ensure PP students are partaking and have full access</p>	<p>Long term follow up:</p> <p>Develop range of extra-curricular activities and monitor take up of non-school based activities.</p> <p>Provide links to local clubs for further take up out of school.</p>	<p>Due to the Coronavirus Pandemic the enrichment programme is currently on hold. The academy will review the situation as events develop</p>
	Evidence	Evidence	Evidence Student observation	Evidence As before	Evidence As before	

	Engagement and attendance at activities Analysis of PP students accessing the activities	Outcomes demonstrate enjoyment of and improve in activity Number of activities on offer Trips linked to curriculum	Increase uptake of extra-curricular activities			
E. Lack of aspiration	CEIAG mapped out for all year groups  Dates planned for students to engage with employers  Key employment skills mapped out alongside CEIAG programme  Place2Be girl project  Meaningful conversations with adults from outside school	Students to engage with employers at calendared points in the year  Students audited against employment skills  Year 10 carry out work experience  Y7 and 8 University of Sussex – first generation scheme. PP students’ part of the criteria  Y10 and 11 Uni connect workshops YES, PP students’ workshop on resilience and aspirations.	Students show progress against employment skills  Students make appropriate choices for further education, employment or training	Post Intervention: Students leave the Academy with a portfolio of experience with employment  Students can demonstrate the key employment skills to potential employers  Destinations data shows that all students enter further education and training at a suitable level	Long term follow up:  Ensure we continue to map destinations  Review effectiveness of the CEIAG programme  Review costs involved in delivering CEIG programme	Destination data (including numbers going to higher education)  Student voice from work experience  Employer questionnaire  Skills audit of Year 11 on leaving
	Evidence CEIAG Map Calendar Employment Skills listed	Evidence Work Experience Feedback forms Students RAG themselves against Employment skills	Evidence Re RAG against Employment skills Careers guidance	Evidence Destination Data	Evidence Budget and effectiveness of each section RAGed	

<p>F. Dis-engagement and behaviour</p>	<p>Set up systems and processes over the 2 campuses to ensure attendance is tracked and monitored effectively</p> <p>Create positive behaviour management model</p> <p>Identify students where positive behaviour model is not having the desired impact</p> <p>Engagement</p> <p>Purchase spare equipment and clothing to support student's attendance</p> <p>Purchase ESBAS credits</p> <p>Identify students most at need of ESBAS support</p>	<p>Proactively employ strategies and incentives to improve attendance</p> <p>Review and refine positive behaviour model, monitoring effectiveness</p> <p>Interventions are put in place to support students at risk of exclusion</p> <p>Identify students and families that are most likely to need additional clothing and equipment</p> <p>Build a stockpile of old uniforms to distribute accordingly</p> <p>Work with ESBAS to improve behaviour and attendance of identified students</p> <p>Work with local alternative provision providers to ensure quality of delivery and attendance of students</p>	<p>Maintain improved attendance and review effective strategies.</p> <p>Student voice demonstrates that students have a positive attitude to learning</p> <p>Students are supported in making behaviour choices and exclusion rates are lower</p> <p>Students are in school uniform and equipped to learn</p> <p>Referrals are made to ESBAS and success plans are in</p>	<p>Post Intervention: Students are aware of the importance of attendance and attendance for PP</p> <p>Attendance improves</p> <p>Students demonstrate that they can manage their behaviour</p> <p>Exclusions rates are at or below national levels</p> <p>Students all have access to school uniform and equipment</p> <p>Students are supported by a</p>	<p>Long term follow up: Review effectiveness of attendance protocols and strategies</p> <p>Review effectiveness of positive behaviour model with all stakeholders Further develop the range of interventions in place to support students Continue to ensure that students where material deprivation is a barrier to learning are supported by the Academy</p> <p><i>The effectiveness of</i></p>	<p>All provisions delivered within budget</p> <p>Improvement in attendance and gaps for vulnerable groups attendance closing</p> <p>FTE and PEX data</p> <p>In-school data shows reduction in disruption and lateness</p> <p>Staff feedback</p> <p>Staff absence data (reduced absence)</p>

	<p>Identify students at risk of needing alternative provision off site to achieve</p> <p>Plan in house Inclusion</p> <p>Reading training for Inclusion staff</p>	<p>Deploy in house alternative provision</p> <p>Training the pastoral and inclusion staff:</p> <ul style="list-style-type: none"> <li>• Girls on board</li> <li>• Talking theories</li> <li>• Anti-bullying</li> </ul>	<p>place for all identified students</p> <p>Appropriate referrals are made for students with Level 3 intervention in place and reviewed.</p> <p>PEP and review meetings are held for all students in alternative provision</p> <p>Inclusion Alternative provision supports students to regulate their behaviour and follow Academy routines</p>	<p>range of agencies and demonstrate a sustained improvement in attendance and behaviour</p> <p>Students in alternative provision are tracked and monitored in line with Academy policies</p> <p>Review meetings are used to ensure students are engaged and attending all alternative provision providers</p> <p>On site Inclusion enables students to successfully reintegrate into the mainstream Academy</p>	<p><i>referrals, interventions and strategies are reviewed</i></p> <p><i>All on and off-site provision is evaluated for effectiveness in enabling students to engage and achieve academically</i></p> <p><i>Reduction of Resets due to students being able to access classroom material</i></p>	
--	--	--	---	--	---	--

	Evidence Improvement in attendance  In school Behaviour Data  Reduced FTE & PEX	Evidence As previous evidence  Referrals made to ESBAS	Evidence Student voice  Students from Inclusion show less FTE & PEX and less disruptive incidents	Evidence As previous evidence  Staff feedback indicates that students are more self- motivated  Student voice	Evidence As previous evidence  Evaluation of Inclusion Provision  Cost effectiveness	
H. Lack of social mobility	<p>Close the current PP gap from relative starting points English and Maths in year 11 by spring 2.</p> <p>Initiate maths intervention – Nov 2020</p> <p>Implement wave 1 intervention – reteach and retests carried out in the lessons</p> <p>Identify high priority students to begin subject specific intervention during Oct - Dec</p>	<p>Disadvantage gap in progress and attainment minimised in year 11 in all subjects</p> <p>Students attend Knowledge gap related revision sessions afterschool</p> <p>Study skills taught explicitly as part of the curriculum</p> <p>Intervention adapted following mock results for wave 1 –3</p> <p>Implement a targeted plan for underperforming PP students in years 9 and 10</p> <p>That we develop an academic Sixth Form to ensure that the HA PP students have an opportunity to stay in</p>	<p>Gaps closed in all subjects across all year groups</p> <p>Develop and implement a 3-year intervention plan</p> <p>Events: Aspirations Evening – ‘Speed meeting’ professionals from wide ranging backgrounds Celebrating our Alumni</p>	<p>Post Intervention: Students achieve FFT 20 estimate in all subjects</p> <p>Gaps in attainment and progress between disadvantaged and non-disadvantaged students reducing year on year</p> <p>Students are independent learners, self-regulating learning outside of the classroom</p>	<p>Long term follow up:  Ensure sustainability of improvements.  Focus on improvements in earlier years to combat the gaps earlier</p>	<p>The school must now investigate meaningful links to schools in areas where students from similar backgrounds have gone on to improve social mobility and evaluate our progress accordingly</p>

	Year 11 students taught explicit revision skills	Hastings and go to the best universities				
	<p>Evidence PP gap in year 11 closed in Maths and English</p> <p>Analysis of impact of Maths intervention</p> <p>Reteach and retest cycle implemented and evaluated</p> <p>Year 11 revision skills delivered and monitored</p>	<p>Evidence PP gap reduced in all subject in year 11</p> <p>Afterschool intervention sessions set up based on knowledge gaps and attendance tracked</p> <p>Study skills mapped into subject's curriculum</p> <p>Targeted plan for year 9 and 10 PP students</p>	<p>Evidence PP gap closed in all year groups</p> <p>3-year intervention plan written and started</p>	<p>Evidence School Performance data</p> <p>All home learning is completed (school data)</p>	<p>Evidence School Performance data</p>	

3. Planned expenditure					
Academic years	2020-21				
1. Improve classroom teaching and curriculum equity. Proportion of annual Pupil Premium budget: 19%					
Barrier / Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Resources required
A. Reading levels	Improve the reading skills of students	Analysis of pupil need Analysis of reading age data	Teachers trained in a variety of strategies to improve the reading skills of students Tracking reading age data	ILA, MWO, LCO	Purchasing of GL Reading age tests  Co-planning time to train staff

					<p>PM benchmark assessment kit</p> <p>Cost of Literacy advisor</p>
A. Reading levels Oracy levels	Increase reading for pleasure	Survey of students that identified the lack of reading for pleasure	<p>Timetabled reading for pleasure sessions as part of the tutor programme</p> <p>All students to have a suitable reading book with them always.</p>	ILA, MWO, LCO	<p>Book for students to access</p> <p>Accelerated reader</p> <p>Books to support low AR high interest texts</p>
A. Reading levels Oracy levels	Vocabulary building project	Lack of vocabulary with certain students across the school	<p>Teachers of year 7 trained and in the delivery of the vocabulary building project</p> <p>GL-Assessment reading test</p>	ILA, MWO, LCO	<p>GL reading assessments</p> <p>Time in co-planning</p>
A. Reading levels Oracy levels	Roll out of accelerated reader to year 7 and 8	<p>Survey of students that identified the lack of reading for pleasure</p> <p>Analysis of pupil need</p> <p>Analysis of reading age data</p>	<p>Use of Literacy advisor to support roll out</p> <p>Tracking of students reading data and engagement</p>	ILA, MWO, LCO	<p>Accelerated reader</p> <p>Books to support low AR high interest texts</p> <p>Time in co-planning</p> <p>Book for students to access</p>
B. Digital Strategy	Teachers trained in blended learning	The impact of Coronavirus is that lessons are having to be taught either in person, online or a mixture of both	Tracking of students' engagement and quality assuring the delivery	JHO	Time to train teachers and quality assure

B. Digital Strategy	Show my homework	The impact of Coronavirus is that lessons are having to be taught either in person, online or a mixture of both	Tracking of students' engagement and quality assuring the resources uploaded	JHO	Show My Homework subscription
B. Digital Strategy	Use of MS teams to teach	The impact of Coronavirus is that lessons are having to be taught either in person, online or a mixture of both	Tracking of students' engagement and quality assuring the delivery	JHO	MS Teams licences Time to train staff and quality assure
B. Digital Strategy	Tracking of student engagement in online learning	The impact of Coronavirus is that lessons are having to be taught either in person, online or a mixture of both	Tracking of students' engagement	DOP's	Proportion of Directors of Progress's time to track engagement
A. Literacy & Oracy levels B. Digital Strategy C. Numeracy levels	Baseline Assessment of English, Maths and Science following return to school after 1 <sup>st</sup> lockdown	There is a need to identify the gaps in learning and the knowledge that was lost as result of the academy's closure	Once baseline is carried out, HODs will amending the Scheme of Learning. Students re-tested at the end of the year to identify the closing of gaps	CCO	GL PTM, PTE and PTS assessments
C. Numeracy levels	Hegarty Maths	Low numeracy levels Lack of mathematical skills of some parents to support at home Personalised support	Provide additional support with Maths for disadvantaged students across the school which is understandable and accessible from home. Create culture where this is completed weekly.	KMU	Hegarty Maths Subscription
C. Numeracy levels	HODs to identify numeracy topics and ensure they are explicit in their SOL	Students must build their confidence in numeracy by seeing the relevance of it across the curriculum in all subjects	Quality assure curriculum documents	CCO, KMU, JHO	HODs and teachers time to update curriculum docs and plan the implementation
C. Numeracy levels	Train teachers in the delivery of specific numeracy topics	There is an inconsistent approach to the delivery of key numerical methods which confuses students	Monitoring of the delivery of these methods	KMU	Time to train teachers

H. Lack of social mobility	Re-teach/re-test - students are shown the marginal gains regularly to increase motivation.	Trial carried out with previous year 11	Track and monitor the gains to measure effectiveness.	CCO	Co-planning time for year 11 teachers
H. Lack of social mobility	Targeted questioning	Research from Teach like a champion	PP students targeted for questioning. Training for staff on how to question in the classroom and how to deal with limited responses	JHO	Co-planning time
H. Lack of social mobility	Live marking	Trial carried out with a variety of classes last year	Teachers trained and supported with the live marking approach. Students respond to the marking immediately. Re-visited at various points to improve practice  Monitored through learning walks and book scrutiny.	JHO	Co-planning time

Progress against short, medium- and long-term outcomes and goal and any changes made:

Changes following internal QA:

Changes following external review:

Total budgeted cost £ 92,500

2. Provide targeted academic support or intervention. Proportion of annual Pupil Premium budget: 38%

Barrier / Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Resources required
A. Literacy levels	Lexia programme to support the students	Reading ages of students	Tracking reading ages of students	ILA, MWO, LCO	Lexia licences Training for staff

	with the lowest reading ages		Quality assure delivery of sessions.  Train staff to future proof		
A. Literacy levels	Fresh Start Literacy intervention for targeted students	Reading ages of students	Measure the impact before and after  Monitor the progress of students	Isobel Mel LCO	Reading books Mid-year and end of year reading age testing  Literacy TA  Literacy Advisor
A. Reading & Oracy levels	Literacy intervention	Need to improve core skills for PP students as early as possible during secondary years	Literacy work for students who are below expected standard is overseen by the Literacy Co-ordinator and is an embedded part of the academy's practice. This includes withdrawal work and regular monitoring to assess impact.	ILA, MWO, LCO	Graduate TA  Literacy co-ordinator  Literacy Advisor  Training of a literacy teacher
C. Numeracy levels	Catch up programme for students with numeracy levels below a certain threshold e.g. Power of Two	GL PTM assessments have identified a need for students to have intervention to boost their understanding of numeracy	GL PTM assessment used at the end of the year to identify progress made.  Quality assurance of the delivery of the programme	KMU	Power of Two booklets  One to one TA time
F. Dis-engagement and behaviour	Alternative provision	Experience of previous year 11's who have disengaged with learning and become school refusers	Emergency fund for any necessary off-site provision that keeps a disadvantaged student in mainstream education where this would otherwise not be possible	LAT	Funding for courses and provision. Staff to monitor/liaise with provision

H. Lack of social mobility	Improved outcomes in three core subjects by selected Year 11 students receiving 1-2-1 academic support and mentoring to ensure that they attend school, lessons, interventions and are meeting the assigned Year 11 goals	Current attainment and progress, in particular the gap between PP and non-PP	Monitoring and evaluating attendance and behaviour data  Monitoring and evaluating outcomes of selected students	LCO	Intervention team Pastoral support for students Intervention tutors
H. Lack of social mobility	Targeted students to receive subject support outside school hours in small groups	Current attainment and progress, in particular the gap between PP and non-PP	Ensure attendance of targeted students Quality assure the delivery		Holiday and weekend intervention from current staff paid at £25 per hour for time once all Ark contracted hours are used.
H. Lack of social mobility	Academic workshops and team building activities to Improve outcomes and create strong ethos and culture of learning and mutual respect	Lack of understanding from certain students in how to learn and prepare for exams	Quality assure provision Monitor student attendance	LCO	Cost of workshops Cost of team building activities
H. Lack of social mobility	Students explicitly taught revision skills	Parent voice on the lack of finances for revision materials Student voice on lack of revision or the skills of how to revise	Student voice of the use of revision guides	CCO	Revision guides for PP students Additional revision materials to support

					independent learning and continuously re-visit previous topics.
Progress against short, medium- and long-term outcomes and goal and any changes made:					
Changes following internal QA:					
Changes following external review:					
Total budgeted cost					£182,000
3. Wider pastoral, enrichment and other strategies. Proportion of annual Pupil Premium budget: 42%					
Barrier / Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead	Resources required
A. Literacy levels	Train inclusion staff in literacy strategies to support students re-integration to lessons	Reading ages of students	Monitor the impact on behaviour and attendance for those students receiving the support from the pastoral team		Time to train inclusion staff. Cost of Literacy advisor
D. Access to Extra-curricular activities	Increased enrichment opportunities for students with PP students prioritised	Student voice highlights the lack of attendance at after school activities and out of school activities	Development of cultural capital and skills required to bring about social mobility. Enrichment programme embedded, tracked and monitored. Use of outside providers to enhance student offer.	NBU/ DOP	Fees for outside providers. Resources for activities such as food, photography and art and technology specialist equipment for D of E and CCF and subsidised costs.

			Skills/competence and confidence mapped to the enrichment activity so that the learning is explicit and measurable.		Cost of administration support and training for staff to upskill and gain appropriate qualifications
E. Lack of aspiration	Students to engage with employers	Student voice Destinations data Need to improve student aspiration and understanding of importance of education	Specifically target the PP students. Focus on STEM in the early years  Continue to monitor destinations choices	GMS	Work placements Careers fairs Links to local businesses STEM days (link to careers hub in primary)
E. Lack of aspiration	Year 10 work experience	Need to improve student aspiration and understanding of importance of education  Impact on engagement of previous years students	All PP students will engage in a work experience placement.	GMS	Costs £45 or £15 per student
E. Lack of aspiration	Place 2 Be Girls project	Student voice Analysis of concerns that Place 2 be are reporting	Impact report from Place to be. Monitoring attendance	LCO	Proportion of cost of Place 2 Be
E. Lack of aspiration	Year 7 and 8 university of Sussex – First Generation Scheme	Student voice Destinations data Need to improve student aspiration and understanding of importance of education	Communication with university Selecting the right students Working with parents Clear planning and organisation	GMS	Time for GMS Time for staff to monitor and supervise
E. Lack of aspiration	Year 10 and 11 Uni connect workshops - YES	Student voice Destinations data Need to improve student aspiration and understanding of importance of education	Communication with YES Selecting the right students Working with parents Clear planning and organisation	GMS	Time for GMS Time for GMS Time for staff to monitor and supervise

F. Dis-engagement and behaviour	Improved attendance and aspiration with better support for families and for students in applying themselves to learning and the exam context.	Previous attendance figures	Attendance team lead to ensure rigorous action taken on daily basis with a focus on improving attendance for PP students. Heads of Year appointed who are non-teaching. Allows high visibility and detailed involvement with most vulnerable students to support attendance, behaviour, welfare and attitude to lessons/learning/exams.	NBU/ JEL/ MAN	Time & staff for home visits Incentives and rewards Attendance officer Tracking and monitoring system
F. Dis-engagement and behaviour	Training of inclusion staff	Ensuring that the ways we communicate with students and how we train students to talk to each other has a proven track record of impact: <ul style="list-style-type: none"> <li>• Talking theories</li> <li>• Girls on boards</li> <li>• Anti-bullying</li> </ul>	Reduction of anti-bully	JSC	External Providers to conduct the training Time
F. Dis-engagement and behaviour	Need to improve behaviour and attitudes to learning	Previous behaviour figures	Behaviour support officer appointed who is non-teaching. Supports high visibility, works to reduce poor attitudes to learning, intervenes where the need is	JSC	Inclusion Team IT resources SEMH resources ELSA resources Incentives and rewards
F. Dis-engagement and behaviour	Equipment and clothing	Experience of students attending school without the correct clothing or equipment	Ensure the basic needs of the most vulnerable students are met	NBU JEL LAT HoYs	Spare: uniform, footwear, masks, pens, pencils, specialist equipment

					for D of E and CCF and subsidised costs etc
F. Dis-engagement and behaviour	ESBAS support	Previous attendance and behaviour data	Targeted students to receive support and monitoring from East Sussex Behaviour and Attendance Service.  Monitoring of the impact of ESBAS	JSC	ESBAS Credits
F. Dis-engagement and behaviour	Off-site alternative provision	Previous attendance and behaviour data	Work with local providers to ensure the quality of deliver, attendance and outcomes for students.	JSC	Funding for alternative provision
F. Dis-engagement and behaviour	On-site alternative provision/inclusion	Previous attendance and behaviour data	Monitor the impact of in-house provision on student's behaviour and attendance	JSC	Inclusion team
Progress against short, medium- and long-term outcomes and goal and any changes made:					
Changes following internal QA:					
Changes following external review:					
Total budgeted cost					£202,000
Total Pupil Premium Projected Expenditure					£476,500