Pupil premium strategy statement

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 Alexandra School
Number of pupils in school	1583
Proportion (%) of pupil premium eligible pupils	559 35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Liam Collins, Principal
Pupil premium lead	Kat Brooke- Leader of Pupil premium
Governor / Trustee lead	Jonquil Cargill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£517,125
Recovery premium funding allocation this academic year	£145,176
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	£662,301

Part A: Pupil premium strategy plan

Statement of intent

Ark Alexandra's vision is to provide all members of our community with the opportunities to engage with 'life in all its fullness' (John 10:10). This will be achieved through the highest quality of education that a truly great school will provide. We are committed to striving for excellence and inspiring our students to fulfil their potential. Our faith underpins our aim for all students to have the widest possible life choices. By knowing every student, and demonstrating kindness, we will inspire every member of Ark Alexandra to have a positive impact on the community around them.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the range of challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The Great Teaching rubric is at the heart of our approach, with a focus on the adaptation of the curriculum, deliberate practice in class and reading, which is a key component of the whole school literacy strategy in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Peer mentoring scheme for year 11 Pupil premium pupils whose education has been worst affected by the COVID lockdowns.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have identified are adapted to focus on the whole child. A combination of both academic and pastoral strategies has been selected in order to meet the needs of all our students:

- Ensure disadvantaged pupils are challenged in the work that they're set
- To remove potential barriers for our pupils such as attendance and parental engagement
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	PP attendance for 2021/2022 was 86.1% which is 3.9% lower than non-disadvantage students at the school. The overall attendance for the last academic year was 90.4%.
	30% of disadvantaged pupils have been 'persistently absent' (90% or below) compared to 15% of their peers during that period. Our assessments and observations indicate that poor attendance negatively impacts disadvantaged pupils' progress.
2	Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower reading and comprehension levels than their peers. This impacts their progress in all subjects.
	On entry to year 7 in the last 3 years, 25-30% of our disadvantaged pupils arrive below age-related expectations compared to 15-20% of their peers. This gap remains steady during pupils' time at our school. Although, last year we saw the gap narrow from our interventions in Year 9.
	Literacy, oracy and fluency - Some students have low levels of literacy which impedes their learning and them confidence 19% of years 7-11 have a reading age of 9 or below and 7% with a reading age of 5 or 6. This clearly impacts on their attainment in KS4
3	Our observations suggest many lower-attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
4.	Our assessments, including well-being surveys, home visits and discussions with pupils and families, have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up on lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. 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 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. These challenges particularly affect disadvantaged pupils, including their attainment.
5.	Our behaviour data has shown PP disadvantaged students were issued 56536 positive points 2021/2022 compared to 15394 in 2020/2021. There is still a gap between non-PP and PP
	Negative behaviour points are still showing a gap to non-PP students in 2020/2021.

6.	Digital Poverty lack of access to devices and/or broadband
7.	Challenges with organisation and completion of independent learning. The disengagement and behaviour of some PP students have a detrimental impact on attainment, progress and attendance. Attainment in Hastings is lower than the national average, and disadvantaged pupils risk low outcomes. <table><tr><td></td><td>2019 % En & Ma 5+</td><td>2022</td></tr><tr><td>National</td><td>53.4%</td><td>50%</td></tr><tr><td>Hastings PP</td><td>24.7</td><td>25.3%</td></tr></table> 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.
9.	Low aspirations A lack of aspiration among some students, mostly PP. CEIAG - Students need to have a clear aspiration for the future, which explains why they need to do well in their exams. Pupils in Hastings are 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. 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
10.	Limited cultural capital incl. connections to the university and professional careers Access to Extracurricular activities Our disadvantaged students attend fewer 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
11.	Lack of social mobility. 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.

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 3% of the whole school
2. Improved reading comprehension among disadvantaged pupils across KS3.	NGRT tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through lesson engagement and book scrutiny. That the PP students who arrived at their chronological reading age (CRA) progress at the same rate as the rest of the school – 12 months That the PP students that arrived 2 years below make 15 months of progress
3. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding it supported by increased Seneca completion rates across all classes and subjects. - Ensure that completion rates for homework is equal to non-PP - Feedback on the actions from the book looks on deliberate practice shows no noticeable difference between PP and non-PP
4. To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
5. To achieve an increase in positive behaviour points and a decrease in negative behaviour points.	3-week review of the following: • behaviour data will demonstrate an increase in positive points compared to negative points • Climate for learning walks will indicate students are settled and following routines and expectations • Reduction in suspensions for PP students
6. Improved self-confidence, self-esteem, and participation in learning	• Students are independent learners, self-regulating learning outside of the classroom – SENECA/SPARXs access and analysis

7.	Inclusive teaching and curriculum equity	• The universal offer is evident in every classroom All students receive the full offer of the curriculum. That the curriculum is adapted successfully where low levels of literacy or numeracy are present
8.	Remove barriers to learning created by poverty, family circumstance and background	• All students have access to the digital strategy • Attendance data at parents' evenings • Progression to selective/ elite post 16 institutions data • Tracking of cultural capital and enrichment opportunities • Student voice feedback • Uniform • Transport •
9.	Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally	• Disadvantaged Progress 8 is inline or above their peers from their starting points • Disadvantaged progress is above the national disadvantage progress
10.	Access a wide range of opportunities to develop their knowledge and understanding of the world	• All students are encouraged to take part in enrichment activities • Tracking of cultural capital and enrichment opportunities • All students receive the full offer of the curriculum. • Enrichment such as music lessons

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: £321,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategy embedded across all lessons	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1 2 6 8
Train inclusion staff in literacy strategies to support students' reintegration to lessons	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development	1 3 6 7 8
Teachers trained and supported with the live modelling and marking approach. Students respond to	A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are	2 3 4 6 8

the marking immediately. Revisited at various points to improve practice	especially significant for pupils from disadvantaged backgrounds. Dixons Kings Academy had a higher-than-average PPG percentage at 46%. Above all, they prioritised effective teaching. Weekly individual coaching sessions help to support teachers, and subject-specific CPD improves the quality of our pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged, so it is always the best place to start. https://epi.org.uk/publications-andresearch/effects-high-quality-professionaldevelopment/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation	
PP students targeted for questioning. Training for staff on how to question in the classroom and how to deal with limited responses	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation	3 4 6 8
HODs to identify numeracy topics and ensure they are explicit in their SOL	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3	4
Tracking of engagement from home	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding._pdf	1 2 3 4 5 7 8
Ensuring adaptation to the implementation of the curriculum takes	https://www.gov.uk/government/publications/supporting-send/supporting-send	4 5 6 8

Activity	Evidence that supports this approach	Challenge number(s) addressed
place to ensure that all can engage with the lesson	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf	
Staff, student and parent Training on Insight, SENECA and Hegarty Maths	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/digital	3, 7, 8

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

Budget £197,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Designated member of staff to support with the day-to-day barriers to disadvantage students' attendance. Collect students by minibus, build positive relationships with parents and meeting the physiological needs of the students.	https://www.sec-ed.co.uk/best-practice/building-positive-relationships-with-parents-and-carers/ https://www.educationsupport.org.uk/resources/for-individuals/articles/better-together-building-positive-relationships-between-parents-and-teachers/ Pilot study has been trialled term 1 for a 2-week period which showed an increase in attendance for our PA when Leader of PP collected students via minibus. The study showed when students were collected by minibus consecutively, the students were then attending school. Parents were also more engaged with the staff. Parents were communicating more positively with the school and showing more of interest in their child's learning. Students were also provided a healthy breakfast on the minibus, a bottle of water and equipment. The pilot study found from teacher feedback that students appeared more engaged in their learning and were able to complete work at a higher standard. This includes (transport costs)	1 8 9

Embedding principles of good practice set out in DfE's [Improving School Attendance] advice.

Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 1 8 9 |
| Private Education Welfare Officer

-       To target low attending PP students | Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)

Research demonstrates causation between attendance and attainment.

The reasons behind low attendance have been found to be one or multiple of the following:

• Student poor physical/mental health
• Parent poor physical/mental health
• Lack of parental engagement due to their experiences from school
• Material deprivation

Education welfare officer role would be to unpick individual barriers and use tailored approaches for the child and families. | 1 9 |
| PP academic mentor- EVA supporting specific students with behaviour and attitudes to learning. | EVA work closely with pupils, HoYs, Leader of PP and teachers to provide bespoke intervention for students with high negative points, low attendance to lessons and below in their attainment [https://educationendowmentfoundatio n.org.uk/education-evidence/teaching-learning-toolkit/mentoring] | 3 4 5 8 |
| Inclusion Support – Learning engagement Mentors (both sites) | Supporting the attainment of disadvantaged pupils: articulating | 3 4 5 |

- Daily check-in with student who are vulnerable to support a good start to the day and help with moments of dysregulation during the day	success and good practice (publishing.service.gov.uk) Research shows students who are from a PP background are more likely to display challenging behaviours at school. Students from PP background are more likely to of experience trauma associated with instability in the family home. Inclusion Support Learning engagement mentor role would be there to provide daily check in for students who have a lack of stability at home. They would be a point of check in throughout the school day for when the student experiences situations that causes them to feel insecure and distressed	
Breakfast club – at both sites - To ensure that targeted students have both the energy and organisation they need for a successful learning day	Research from Maslow's Hierarchy of needs demonstrates if a child's basic physiological needs are not being met, they cannot meet their full potential. Studies have shown if children have a nutritional breakfast, children are a able to concentrate for longer and will have more energy to partake in school activities. Research has shown a causal link between students having nutritional breakfast everyday and academic success	3 4 5
Equipment, uniform and bus tickets	Support with behaviour and attendance	1 5 8
Summer school provision to support with primary to secondary provision perspective. .	Effective transition from primary to secondary has shown students are able to make a more successful start to secondary school from an academic, behaviour and attainment Summer school provision allows students and staff to start the building the foundations for positive meaningful relationships	1 4 5 10
Music lessons	Research has shown students who are PP are more likely to experience cultural deprivation. A strategy to support the gap is funding pp students who have an interest in learning a musical instrument. Research into children learning a musical instrument at school has shown an improvement with attendance, concentration skills and creativity.	1 3 5 10
Removing Barriers	Relational Practice training and course for all Inclusion, pastoral and support staff.	2 3 5 6

Activity		Evidence that supports this approach	Challenge number(s) addressed
Girls on Board Training to enable PP females improve their relationship and reduce issues from friendship group fall outs			

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

Budgeted cost: £143,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulatory skills for all students.	Aim Higher tailored programme for AAA- designed to support all students and specific additional support for disadvantage students. CPD training around Self-regulation for all staff. Ark Alexandria Secondary School Build A NeuroNinja 2022.docx - Google Docs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=secondary%20school%20reading	3 4, 5 6
Bedrock- literacy programme develop tier 2/ tier 3 vocabulary for specific subjects- intervention access for disadvantage students	Digital Literacy Curriculum | Bedrock Learning Programme designed to identify language misconceptions ad develop and build tier 2 and tier 3 language acquisition. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&utm_medium=search&utm_campaign=site_search&search_term=reading%20inteventions%20secondary	2, 6,
Reading interventions • Literacy Lead	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-	2, 6

• Literacy TA • Lexia • Fresh Start	evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=reading	
Sixth form peer mentoring scheme- targeted at year 11 PP students	Sixth form students to support year 11 disadvantage students with revision, wellbeing around exams and metacognition skills. Students are to receive training from Aim Higher mentoring scheme in order to be successful in the role https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3 4 8
Mentoring Schemes via Villars Park Programme	https://www.villierspark.org.uk/futureleaders https://www.villierspark.org.uk/about-us	9
Enrichment	Enure all our student have access to all of our enrichment opportunities. Trips, in school, ones that have a cost (DoE, Cadets), help with sporting good costs	3 4
On-site alternative provision extension	A high percentage accessing alternative provision to mainstream education nationally is pupil premium students. In order to meet the needs of these students, the current alternative provision at the school will need to be expanded so that the provision (which is currently over 80% pupil premium) can support students to have the necessary knowledge and skills to be successful in the workplace. Staff would need to have the necessary training in order to deliver intensive literacy and a bespoke curriculum.	1 3 4 5

Total budgeted cost: £662,301

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Achievement

Gaps in reading have not widened in Years 7 & 8 and have closed slightly in Years 9

KS4

- Gap in P8 between 20/21 and 21/22 the gap fell from 0.64 to 0.41, which is an improvement of 35.9%
- Gap in A8 20/21 and 21/22 the gap fell from 11.1 to 10.4, which is an improvement of 6%

KS5

2021 FSM out-performed non FSM

- APS – FSM 40.8 and non FSM 35.2 (+5.6 gap),
- A*/A – FSM 33% amd non-FSM 24% (+9%)

Behaviour and Attitudes

Between 20/21 and 21/22

- the gap in attendance between non-PP and PP fell from 7.1% to 5.8%, which equates to an 18.3% improvement
- The gap in % suspensions between non-PP and PP fell from 3.8% to 2.1%, which is a 44.7% Improvement
- However, the gap in PA attendance has widened between the two years, mainly due to the 6% improvement in the attendance of non-PP PA

Student Voice has shown an improvement in self-esteem, engagement, and motivation