



# Ark Alexandra Academy

## 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 Academy
Number of pupils in school	1472
Proportion (%) of pupil premium eligible pupils	37% (503/1354)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 to 23/24
Date this statement was published	17.12.21
Date on which it will be reviewed	17.12.23
Statement authorised by	Mr L Collins
Pupil premium lead	Ms K Ringsell
Governor / Trustee lead	Mr C Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 490,870
Recovery premium funding allocation this academic year	£ 74,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 565,690



### Statement of intent

At Ark Alexandra Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become equipped to become active citizens of society.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. One of the main barriers for our current PP students is the impact of the pandemic.

Our key focus is to provide a high-quality education to pupils that prepares all for the next stage of their lives.

- This involves training teachers and wider staff to be better able to meet the needs of pupils through a curriculum that focuses on the academic, pastoral and cultural needs of pupils.
- At Ark Alexandra, many pupils start school with low attainment and our aim is to ensure that they make accelerated progress as they move through the school and on to the next stage of their education.
- We focus our Pupil Premium spending, primarily on improving the quality of education pupils receive in line with research from the EEF (Education Endowment Foundation) and adopt a child-centred approach which involves targeted intervention and the provision of wider opportunities to address to academic, pastoral and cultural gaps where needed.
- The high level of socio-economic disadvantage that exists within the school means that a whole cohort approach is required.

#### Priorities

1. Improved self-confidence, self-esteem, and participation in learning.
2. Self-regulation in the classroom, through class teaching, targeted intervention, and enrichment.
3. Inclusive teaching and curriculum equity.
4. Remove barriers to learning created by poverty, family circumstance and background.
5. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
6. Access a wide range of opportunities to develop their knowledge and understanding of the world.

### Challenges

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



Challenge number	Detail of challenge
1. 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
2. Digital Poverty	– lack of access to devices and/or broadband
3. Numeracy levels	. 20% of all year 7 students enter Ark Alexandra with numeracy levels below that of the national standard
4. Limited cultural capital incl. connections to university and professional careers	Access to Extracurricular activities 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
5. Low aspirations	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. 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
6. Challenges with organisation and completion of independent learning.	The disengagement and behaviour of some PP students 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.
7. Lower levels of confidence	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.



<p>8. Multiple Deprivation</p>	<p>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.</p>
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## 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
Improved self-confidence, self-esteem, and participation in learning	<ul style="list-style-type: none"> <li>Students are independent learners, self-regulating learning outside of the classroom – SENECA access and analysis</li> </ul>
High level of attendance for PP Pupils	<ul style="list-style-type: none"> <li>The target is at least inline with peers by the end of 2021/22</li> <li>Above 95% from 22/23</li> </ul>
Inclusive teaching and curriculum equity	<ul style="list-style-type: none"> <li>The universal offer is evident in every classroom</li> <li>All students receive the full offer of the curriculum. That the curriculum is adapted successfully where low levels of literacy or numeracy are present</li> </ul>
Remove barriers to learning created by poverty, family circumstance and background	<ul style="list-style-type: none"> <li>All students have access to the digital strategy</li> <li>Attendance data at parents' evenings</li> <li>Progression to selective/ elite post 16 institutions data</li> <li>Tracking of cultural capital and enrichment opportunities</li> <li>Student voice feedback</li> </ul>
Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally	<ul style="list-style-type: none"> <li>Disadvantaged Progress 8 is inline or above their peers from their starting points</li> <li>Disadvantaged progress is above the national disadvantage progress</li> </ul>



# Ark Alexandra Academy

<b>Intended outcome</b>	<b>Success criteria</b>
Access a wide range of opportunities to develop their knowledge and understanding of the world	<ul style="list-style-type: none"><li>• All students are encouraged to take part in enrichment activities</li><li>• Tracking of cultural capital and enrichment opportunities</li><li>• All students receive the full offer of the curriculum.</li></ul>



## 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: £ 237,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategy embedded across all lessons	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1, 3, 5, 7, 8
Train inclusion staff in literacy strategies to support students' reintegration to lessons	<p>Recommendation 1</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 3, 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	1, 3, 5, 7, 8



<p>the marking immediately. Re-visited at various points to improve practice</p>	<p>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.</p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>PP students targeted for questioning. Training for staff on how to question in the classroom and how to deal with limited responses</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 3, 7, 8</p>
<p>HODs to identify numeracy topics and ensure they are explicit in their SOL</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>3</p>
<p>Tracking of engagement from home</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p>	<p>1, 2, 3</p>



Staff, student and parent Training on Insight, SENECA and Hegarty Maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1, 3, 7, 8
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 214,962 (38%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the mastery curricula in English, Maths, Science, Geography and Music	EEF Toolkit report on mastery learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1, 3, 6 & 7
Analysis of pupil need Analysis of reading age data	The EEF Guide to the Pupil Premium—Autumn 2021 Diagnosing your pupils' needs	1
Roll out of accelerated reader to year 7 and 8	Recommendation 3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1
Increase reading for pleasure	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4, 5, 7, 8
Lack of vocabulary with certain students and subjects across the school	Recommendation 2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1, 7, 8



<p>Catch up programme for students with numeracy levels below a certain threshold e.g. Power of Two</p>	<p>GL PTM assessments have identified a need for students to have intervention to boost their understanding of numeracy</p>	<p>3, 7, 8</p>
<p>Need to improve core skills for PP students as early as possible during secondary years</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>GL PTM assessments have identified a need for students to have intervention to boost their understanding of numeracy</p>	<p>The EEF Guide to the Pupil Premium—Autumn 2021 Diagnosing your pupils’ needs</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>3</p>
<p>Targeted students to receive subject support outside school hours in small groups</p>	<p>The EEF Guide to the Pupil Premium—Autumn 2021 Diagnosing your pupils’ needs</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 7</p>
<p>Targeted students to receive study skills support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 5, 6, 7, 8</p>
<p>Use of Alternative provision</p>	<p><a href="https://www.nfer.ac.uk/publications/etde01/etde01.pdf">https://www.nfer.ac.uk/publications/etde01/etde01.pdf</a></p>	<p>6</p>
<p>There is a need to identify the gaps</p>	<p>The EEF Guide to the Pupil Premium—Autumn 2021 Diagnosing your pupils’ needs</p>	<p>1, 3</p>



in learning and the knowledge that was lost as result of the academy's closure	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>  An article on Teacher Feedback to Improve Pupil Learning (2021) states “assessment and feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies”.	
Use of MS teams to teach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2
Launch SENECA Learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2, 6, 7

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

Budgeted cost: £107,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding effective strategies to support good mental health	<p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>Education Endowment Foundation (2021) states “the average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic <a href="#">behaviours</a>”</p>	5, 6, 7, 8
Increased enrichment opportunities for students with PP students prioritised	<p>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.</p> <p>Skills/competence and confidence mapped to the enrichment activity so that the learning is explicit and measurable.</p> <p>Crenna-Jennings (2018) states in the Education in England Annual Report titled ‘Key drivers of the disadvantaged gap’ “The evidence is conclusive that the home learning environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs,</p>	5, 6, 7, 8



	<p>play games and go on educational visits, is crucial for the development of skills that determine school attainment.” Additionally, “equal access to educational opportunities” helps close the gap between disadvantaged pupils and their peers.</p> <p><a href="https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf">https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</a></p>	
<p>Specifically target the PP students. Focus on STEM in the early years</p> <p>Continue to monitor destinations choices</p> <p>All PP students will engage in a work experience placement.</p>	<p>Teenagers who underestimate the education needed to get their chosen job are more likely to end up not in education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don’t match their educational goals, according to a new review of international evidence published today by the Education Endowment Foundation (EEF) and supported by Bank of America Merrill Lynch. However, good-quality careers education can make a real difference to academic, social and economic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	5, 6, 7
Year 7 and 8 university of Sussex – First Generation Scheme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	5, 6, 7
Year 10 and 11 Uni connect workshops - YES	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	5, 6, 7
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 nonteaching. Allows high visibility and detailed involvement with most vulnerable students to support attendance, behaviour, welfare and attitude to lessons/learning/exams.	Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.	5, 6, 7
<p>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:</p> <ul style="list-style-type: none"> <li>Talking theories</li> </ul>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>UK Government National Covid Catch Up Plan</p>	1, 3, 6, 7



<ul style="list-style-type: none"> <li>Girls on boards</li> </ul> <p>Anti-bullying</p>		
<p>Ensure the basic needs of the most vulnerable students are met</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>5, 6, 7</p>
<p>Targeted students to receive support and monitoring from East Sussex Behaviour and Attendance Service.</p> <p>Monitoring of the impact of ESBAS</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>UK Government National Covid Catch Up Plan</p>	<p>6, 7</p>

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The academic year 2020-2021 continued to be categorised by disruption to face to face teaching, which affected all students. The effect of this disruption has, however, disproportionately affected disadvantaged students.

- According to an EEF analysis on the impact of Covid 19 on attainment: ‘for both reading and maths, the gap is estimated to be the equivalent of seven months’ learning’.<sup>1</sup>

- According to UK Government analysis of learning loss during the pandemic: In terms of raw ‘learning loss’ secondary aged pupils in high-FSM schools experienced the greatest loss of 3.7 months and those in low-FSM schools experienced no loss (achieving around 0.3 months higher than pupils with similar prior attainment in 2019/20).<sup>2</sup>

- A No More Marking analysis of Year 7 pupils in October 2020, found that Year 7 pupils were 22 months behind where they were expected to be.<sup>3</sup>

- Analysis of national teacher assessed GCSE grades in 2021 shows that the disadvantage gap has widened, particularly at grades 7 and above.<sup>4</sup>

#### Implementation

- 1. Improved self-confidence, self-esteem, and participation in learning**
- 2. Self-regulation in the classroom, through class teaching**
- 3. Inclusive teaching and curriculum equity**

- Teachers have access to a range of strategies to support pupil premium learnings this can be accessed on SharePoint under the Pupil premium area. Strategies and key pupil premium students are communicated weekly via the staff bulletin.
- Sixth form learning mentors- Year 11 pupil premium students assigned a Sixth form mentor for one-to-one revision on a weekly basis
- Ongoing CPD plans examine the barriers students face which can cause a lack of self-esteem in lessons.
- Learning walk- Pupil premium focus JHO & KRI- Contact HoDs with targeted strategies based on learning walk
- Intent for each unit shared with students and linked to prior and future learning so all students understand the relevance
- Quality first teaching – Teachers focus on clear precise expositions supported with a model of excellence so all students can engage, and all students know what excellence looks like.
- All students are offered a broad curriculum, The curriculum is not narrowed for PP students.

<sup>1</sup> <https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures>

<sup>2</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/962330/Learning\\_Loss\\_Report\\_1A\\_-\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A_-_FINAL.pdf)

<sup>3</sup> <https://blog.nomoremarking.com/baseline-secondary-writing-have-year-7-pupils-gone-backwards-5497ac10b894>

<sup>4</sup> <https://ffteducationdatalab.org.uk/2021/08/gcse-results-2021-has-this-years-grading-system-impacted-some-more-than-others/>



- PP and SEND students feature as part of the staff weekly bulletin, with information on the students shared as well as best practice for these students
- Mixed attainment in Maths and English in year 7 to raise and challenge expectations

#### **4. Remove barriers to learning created by poverty, family circumstance and background**

- 1650+ students issued with a Chromebook and internet dongle
- Response from PP voice- All PP Year 11 students have received revision guides to support self-confidence within lessons.
- All PP students are given a pencil case of equipment once a term which will support their participation in lessons.
- Additional communication to parents regarding mock timetables and access to resources (Response to Pupil voice results)

#### **5. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally**

- Big focus on attendance- Meeting with attendance officer on a fortnight basis to review attendance plans and barriers to attendance. Regularly review strategies with the HoYs and tutors

Current figures:

Attendance	2019-20	2020-21	2021-YTD
Whole School	91.2	92.4	91.8
Pupil Premium	87.6	88.9	88.6
SEND	81.6	87.3	85.9
Persistent Absence	27.0	20.8	24.1

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- Pupil premium funding prioritised for students with transport issues which is negatively impacting attendance
- Pupil premium students who are above 90% attendance but are in danger of falling under the benchmark due to dysfunctional family life referred for a EHKW
- PP students in the sixth form are performing in line with or better than non-PP students
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#### **6. Access a wide range of opportunities to develop their knowledge and understanding of the world**

- 63% of students undertaking peripatetic music lessons are PP with 75% funding from the school
- 25% of students undertaking enrichment are PP students
- 30 % Part of school council- opportunities with the youth local council
- CCF & Duke of Edinburgh enrichment- funding provided for PP
- Villiers Park- Youth employment agency 35 PP students
- Homework support intervention for PP students- invitation for parents
- 80% of last year's students who went to Russell Group Universities were PP all receiving bursaries
- Over the last three years 3 PP students have received nearly £70,000 in Ark bursaries to attend University. Two of them receiving £30,000 each.



## Next steps:

- Review the latest assessment data and work with HoDs regarding PP intervention
- 360 pupils premium PLP based on triangulation of parent, teacher, and pupil voice
- Ongoing CPD sessions with teaching staff that examine the barriers PP students face which can cause the attainment gap lessons
- PP budget to fund additional opportunities for career interview practice
- Continue to identify and review gaps with PP attendance

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



# Ark Alexandra Academy

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

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