

Pupil Premium Strategy Statement 2019 – 2022

1. Summary Information						
School	Arnold Hill Academy		Strategic Plan 2019 - 2022	Publication Date 05.11.2019	Review Date 11.10.2020	
Principal	Matt Robertson	Pupil Premium Lead	Ella Strawbridge	PP Governor Lead	Nicola Anderson	
Academic Year	2019 - 2020		Total PP Budget for 2019 - 2020	£285,815.00		
Total number of pupils Y7-11	1276		Number of pupils eligible for PP	330	26% of roll	


2. Attainment for the Last Academic Year 2018-19						
Measure	School PP			National non-PP		
Progress 8	-0.27			0.13		
% Grade 5+ EM	21%			50%		
% Grade 4+ EM	54%			72%		
EBacc entry	18%			44%		
English Progress 8	-0.14			0.11		
Maths Progress 8	-0.22			0.11		
Ebacc Progress 8	-0.11			0.14		
Open Progress 8	-0.54			0.12		
Other Indicators						
	Overall Attendance PP	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA
Attendance	93%	95.5%		19%	10.5%	21.6%

3. Strategy Aims for Disadvantaged Pupils				Target Date: September 2022		
Academic Performance for Disadvantaged Pupils				Indicator for PP outcomes (examples below)		
% Grade 5+ EM				Achieve national average for attainment for similar schools		
% Grade 4+ EM				Achieve national average for attainment for similar schools		
EBacc entry				Entry in line with non-PP		
Progress 8				Above average P8 score		
Other Indicators						
	Target Overall Attendance	National All Attendance	National PP Attendance	Target Persistent Absence (PA)	National All PA	National PP PA
Attendance	Improve attendance to national average - 96%			Reduce persistent absence to national average of 10.5%		
Any other Indicators Specific to School (e.g. exclusion rates for PP/destinations post 16)						
<ul style="list-style-type: none"> Reduce incidence of repeat fixed term exclusion of disadvantaged students to below national averages Reduce the proportion of late marks to lesson in line with non-PP 						

4. Spending Priorities and Rationale for the Current Academic Year		
Teaching Priorities		
Barriers to Learning	Variable quality of teaching and learning and poor retention of knowledge resulting in lower rates of progress in all areas with a key focus on open subjects.	
Priority	Activity to be Funded from the PP Budget	
Priority 1	Middle leader training ensures train, plan, teach, and review cycle with an explicit focus on disadvantaged first strategies and retention of knowledge.	
Priority 2	Provide staffing within core subject areas to provide targeted support and intervention.	
Priority 3	CPDL programme with a focus on vocabulary building, teaching strategies to support mixed band groups and retention strategies	
Priority 4	Retention of staff within the core subject areas including up-skilling of existing staff to deliver non-specialist subjects.	
		Projected Spending for Current Academic Year
		£130,500
Targeted Academic Support		
Barriers to Learning	Low levels of engagement resulting in increased rates of behaviour points and exclusion for key pupils/ Lower than the academy average Literacy and numeracy skills/	
Priority	Activity to be Funded from the PP Budget	
Priority 1	Recruitment of staff to support engagement and positive behaviour strategies.	
Priority 2	Raise levels of engagement of pupils and parents through transition support, access to resources and events.	
Priority 3	Introduction of Disadvantaged first strategy regarding Focus Fortnights and alternatives to exclusions.	
		Projected Spending for Current Academic Year
		£80,000
Wider Strategies		
Barriers to Learning	Lower than the academy average attendance rates to school and support clubs e.g. homework club and interventions.	
Priority	Activity to be Funded from the PP Budget	
Priority 1	Raising attendance strategies including PP mentors and targeted reward schemes.	
Priority 2	Develop the breakfast club and lunch time homework offer.	
		Projected Spending for Current Academic Year
		£70,000

5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to faculties allow to embed strategies effectively.	Use of INSET days, Wednesday CPDL and time in Middle Leader meetings for development and review.
Targeted support	PP Champion and Mentor require CPD regarding PP strategies regarding Disadvantaged first strategy regarding Focus Fortnights and alternatives to exclusions.	PP team have timetabled time in Ramsey house to provide capacity for effective communication with pastoral team to enhance support.
Wider strategies	Engaging the families facing most challenges	Work closely with other trust schools, PP team to be available at all parental events.

6. Review of Last Year's Aims and Outcomes	
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
Achieve average for progress for disadvantaged pupils (Progress 8)	The estimated P8 score achieved by Year 11 (2018/19) shows further improvement based on that achieved historically with a continued trend of reduction in the gap between PP and non-PP.
Achieve National average English and maths 5+ scores	Not achieved but gap narrowed from 2018 (2018 national - 21.6) Significant improvement in attainment and progress of pupils in English but there was a reduction in attainment and progress of PP pupils in Maths.
PP Pupils to be over represented in positive behaviour logs.	PP pupils = 26% of the overall cohort. The proportion of all achievement points that were awarded to PP pupils increased by 1.56% to 24.75%. This shows an overall improvement but still represents under-representation by PP pupils
Attendance	The average attendance of all PP pupils has reduced when compared to 2017/18.

<p>Teaching (e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</p>	<p>Total Spend: £113,000</p>	<p style="text-align: center;">Our Tiered Approach</p> 	<p>Targeted Academic Support (e.g. Structured interventions; Small group tuition; One-to-One Support)</p>	<p>Spend: £80,000</p>
<ul style="list-style-type: none"> • Whole staff CPDL sessions to focus on raising progress and closing the gap. • CPD for leaders across the curriculum areas and staff re: supporting Disadvantaged students. • To provide a Macbeth performance for students in KS4 • Additional capacity within English and Maths to provide in-class support. • Capacity provided within Arts and PE departments to support the transition of non-specialist staff members to teach maths. • Provide Capacity within Science to enable involvement in 'training to teach physics course' to provide capacity • Provide capacity within English to enable EFD to complete a level English and qualifications in preparation for applications for teacher training. • In class support to improve engagement and progress of targeted pupils 	<p>Spend £5,000</p> <p>£3,000</p> <p>£1,000</p> <p>£50,000</p> <p>£35,000</p> <p>£2,000</p> <p>£2,000</p> <p>£15,000</p>		<ul style="list-style-type: none"> • Intervention mentors and additional staffing to provide targeted intervention in English and Maths including 1-1 support for post-LAC pupils. • Intervention staffing and additional capacity to delivery streamed MFL lessons to raise progress in MFL • Contribute towards the staffing to provide small group literacy/numeracy intervention support • Community tutor staff to deliver small group and individual tuition to students who for various reasons are not attending school. • Provide all Year 7/11 PP students equipment to support studies and independent learning. • To provide music tuition based at AHA for students across years 7 -11. • Contribution towards administration costs and resources to deliver a variety of transition events and activities for the parents of Disadvantaged pupils. • Core guidance intervention sessions (additional capacity, planning release time, resources) • Online revision and intervention support 	<p>Spend</p> <p>£25,000</p> <p>£6,000</p> <p>£16,000</p> <p>£10,000</p> <p>£2,000</p> <p>£8,000</p> <p>£3,000</p> <p>£5,000</p> <p>£102,000</p>
			<p>Wider Strategies (e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</p>	<p>Total Spend: £92,815</p>
			<ul style="list-style-type: none"> • Contribution towards the salaries of staff to complete Individual tracking welfare/attendance and personal development. • Contribution towards salary of the Pupil Premium Champion and Pupil Premium Mentor • Pupil £80 fund for resources and activities. • High quality career guidance and enrichment activities. • Provision of breakfast and lunch time homework clubs. • Attendance project for targeted pupils. • Funds to cover unplanned activities and opportunities in response to need. 	<p>Spend</p> <p>£27,000</p> <p>£22,000</p> <p>£27,000</p> <p>£5,000</p> <p>£3,000</p> <p>£3,000</p> <p>£3,815</p>
<p>Total Spend £</p>				

Please refer to the DfE PP Guidance
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting
<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>