



**SECONDARY  
PUPIL PREMIUM  
POLICY**

**2020 - 2021**



Description	Tag
The Principal of the academy	Delia Smith
The academic year	2020/21
Chair of Governors	Patrick Wall
The academy name	Ark Academy

## POLICY INFORMATION

### Named personnel with designated responsibility

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020/21	Delia Smith	Stephen O'Carroll		Patrick Wall

### Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
October 2020	Policy reviewed	Delia Smith

# INTRODUCTION

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The Pupil Premium was introduced to help schools to close the attainment gap between disadvantaged pupils and their peers. It is based on eligibility for Free School Meals (NB – this is a means-tested measure, not related to Universal Infant Free School Meals (UIFSM) or the school meals provided free-of-charge to primary school pupils in areas such as Southwark).

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

- The school's Pupil Premium allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the school spent its previous academic year's allocation
- How it made a difference to the attainment of disadvantaged pupils

Each school must publish an account of their Pupil Premium spending each academic year. As a minimum, the same information should be reported to governors. This must include:

## YEAR 7 LITERACY AND NUMERACY CATCH-UP PREMIUM (SECONDARY SCHOOLS)

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### **Background**

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve at least level 4 in reading and/or maths at the end of key stage 2 (KS2).

### **Reporting / publication requirements**

The school must publish details of how it spends this funding and the effect this has had on the attainment of the pupils who attract it.

The following must be included:

- Year 7 literacy and numeracy catch-up premium allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the school spent the previous academic year's allocation
- How it made a difference to the attainment of the pupils who attract the funding

## PUPIL PREMIUM STRATEGY STATEMENT: SECONDARY

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Summary Information					
<b>School</b>	ARK ACADEMY				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£325,655	<b>Date of most recent PP Review</b>	10/2020
<b>Total number of pupils</b>	Year 7 – 11: 885 (October Census 2020)	<b>Number of pupils eligible for PP</b>	341 (January 2020)	<b>Date for next internal review of this strategy</b>	3/2021
		<b>Catch up grant for Year 7</b>	£15,838	<b>Date of next review</b>	3/2021

Current Attainment				
	Pupils eligible for PP your school (national average) (2020 CAGs)		Pupils not eligible for PP your school (national average)	
% of PP pupils achieving 9-4 in English & Maths	79%	(44.5%)*	74%	(71.5%)*
% of PP pupils achieving 9-5 in English & Maths	52%	(25%)*	49%	(50.1%)*
Progress 8	+0.60	(-0.44)*	+0.73	(+0.13)*
Attainment 8	51.5	(37.0)*	52.4	(50.0)*

\*( ) national average for pupils eligible for PP (2018)

<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> (issues to be addressed in school, such as poor literacy skills)		
A	Literacy skills on entry to Year 7 are low for many students which slows progress across the curriculum and remain lower in KS3 than required for the GCSE curriculum.	
B	Remote learning access is a key issue for pupil premium students for independent learning and in case of lockdown.	
C	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental effect on progress.	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
D.	<ol style="list-style-type: none"> <li>1. Lack of support with learning at home and a lack of engagement of parents of pupils who are most vulnerable to underachievement.</li> <li>2. A higher percentage of students in older years (Years 9-11) have affiliations with, or are strongly influenced by, gang culture leading to disaffection from school.</li> <li>3. There are increasing numbers of mental health/safeguarding/social care involvement with students and families.</li> </ol>	
<b>Desired outcomes (desired outcomes and how they will be measured)</b>		Success criteria
A	Improved literacy/reading and numeracy skills for pupils eligible for PP in Year 7 – 9.	PP pupils in KS3 make rapid progress by the end of key stage, so that all PP pupils at least meet access to curriculum reading age of 9.6 years and are able to access GCSEs
B	Improved rates of progress for specific sub groups of PP students: <ul style="list-style-type: none"> <li>• Students with low literacy</li> <li>• Boys in English</li> </ul>	Such pupils make as much progress as non PP students by end of KS4 in maths and English and are as successful in Ebacc subjects and in overall progress 8 and attainment 8 scores.
C	Mental health issues addressed at a lower tier of intervention	Students needs addressed in school rather than escalating to a higher threshold

**Planned Expenditure 2020/21**

**i. Quality of Teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
<p><b>Improved outcomes across KS3 and 4 through teacher mentoring</b></p>	<ul style="list-style-type: none"> <li>• Build on success of mentoring for NQT/ATTs (teacher trainees) and new staff in 2019/2020</li> <li>• Expand the programme to support the NQT+1 in line with the pilot for the Early Career Framework</li> <li>• Invest further in quality training to improve impact and consistency of mentors</li> </ul>	<ul style="list-style-type: none"> <li>• All research shows that the most important factor that impacts on the outcomes of pupils is the quality of teaching they receive but this is particularly true for students from disadvantaged backgrounds.</li> <li>• With eight NQTs and eight trainees (ATTs) it is vital that our mentoring programme supports these groups to become fully foundational (GTR) by end of ATT year and on the path from foundational to proficient for NQT and NQT+1</li> <li>• This is to enable all staff to deliver the consistency of teaching that all students should experience</li> </ul>	<ul style="list-style-type: none"> <li>• All teacher trainees (ATTs), NQTs and new staff have a mentor.</li> <li>• The mentor team has reduced to 12 to ensure the consistency of support and with a core team of 6 to lead and deliver across several mentees.</li> <li>• All 12 mentors have received level 1 training (Mentoring for Impact) and the core 6 mentors have received level 2 mentor training (see 2019/2020 review).</li> <li>• Additionally 6 NQT+1 teachers will receive continued mentor support as part of pilot for Early Career Framework.</li> </ul>	<p>AP Training /Induction</p>	<p>Ongoing</p>	<p>£40,000</p>

<p><b>Improve reading outcomes in Year 7 and 8</b></p>	<ul style="list-style-type: none"> <li>• Continuation of the 'reading lesson' in Years 7 by expansion of English curriculum to 7ppw in Year 7</li> <li>• Students to be heard reading to test their fluency as established in primary school to check coherence and ability to decode language</li> <li>• Students will be helped to make reading a habit by regular prompts and guidance on what to read</li> <li>• SLT who oversees literacy to train librarians on how to check students' reading fluency and tracking it</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy needs to be constantly addressed. Reading test data for Year 7 new to the school identifies 26% of the cohort with below or very low reading scores (national average 23%)</li> <li>• Reading needs addressing - OECD in 2013 showed that 16-24-year olds have literacy levels below that of their grandparents</li> <li>• The 'reading lesson', started last year, was a success – it makes sense to continue it this year</li> <li>• Research suggests that teachers need to role model being readers, this helps to signal that reading is fundamental to effective learning and is required for teachers to offer students good guidance on what to read</li> <li>• As Quigley (Closing the Reading Gap, 2020) states, effective utilisation of the library is vital for promotion of a whole school reading culture</li> </ul>	<ul style="list-style-type: none"> <li>• Reading lesson will continue with Year 7 each week in English incorporating lessons learned in 2019/2020.</li> <li>• English teachers will 'co-script' their questions and prompts for students</li> <li>• Every student in Year 7 and 8 will be read with a librarian</li> <li>• Librarians and English department will create reading age appropriate reading lists</li> <li>• We will ensure students can access library through 'click and collect'</li> <li>• English Department to explicitly teach etymology</li> <li>• Termly assessment in Spring and Summer on aspects of reading such as roots of words to support students applying understanding to unfamiliar complex words and decoding meaning at KS3</li> </ul>	<p>SLT in charge of literacy/ Librarians and Team English</p>	<p>Termly</p>	<p>£35,000</p>
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<p><b>Improve outcomes across KS3 and 4 through an additional class</b></p>	<ul style="list-style-type: none"> <li>• 6 form entry classes divided into 7 classes</li> <li>• KS3 set 7 is 'nurture' group with lessons delivered by teachers focussed on the specific needs of the group</li> <li>• For 2020/2021 6 groups are mixed ability in Year 7 as we establish a reliable base line for Year 7 students</li> <li>• In KS4 planning for the exam class is based on setted arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• With seven EHCPs in Year 7 and identifying further students with very low literacy/access issues, there is a clear need to ensure this group received the quality teaching support they need</li> <li>• For Year 7, 6 mixed groups with emphasis on Wave 1 Quality First teaching and on class teachers identifying students that need further investigation/support.</li> </ul>	<ul style="list-style-type: none"> <li>• All set 7 teachers specifically selected for their skills with these groups, particularly in Year 7 to set the correct standards</li> <li>• Staff received best practice training relating to each nurture group at the beginning of year from Pupil Support team, especially important for new staff</li> <li>• Experienced staff share best practice and build upon training and support newer colleagues</li> <li>• Importance of creating positivity for working with these key groups</li> <li>• Subject teams ensure work is differentiated to ensure the right stretch and scaffolding for the groups they teach whilst still enabling all students to access the core curriculum content.</li> <li>• This is implemented by co-planning teams within departments. Co-planning is supported by 2 ppw of timetabled co-planning</li> <li>• Curriculum planning in each subject for year 7 is mixed ability. Schemes are adapted</li> </ul>			<p>£65,000</p>
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			<p>to meet the broader range of students.</p> <ul style="list-style-type: none"> <li>• Additional co-teaching is also used to support key classes outside the mentoring programme</li> </ul>			£30,000
<b>Total Cost</b>						<b>£170,000</b>

**Planned Expenditure 2020/21**

**ii. Targeted Support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review?</b>	<b>Cost</b>
<b>Targeted literacy intervention (KS3)</b>	<ul style="list-style-type: none"> <li>• Children receive 2x weekly 20 minute literacy interventions in 1:1 or 2:1 for 6 weeks.</li> <li>• This programme always compliments the current text the child is studying in their English curriculum.</li> <li>• This programme targets children with a reading age of less than 10 years.</li> <li>• This programme's contents have been reviewed/ratified by the Head of English and KS3 Lead.</li> </ul>	<ul style="list-style-type: none"> <li>• This approach mirrors the research that underpins the school's SEND interventions.</li> <li>• This approach targets children based on their reading age outcome which is measured annually.</li> </ul>	<ul style="list-style-type: none"> <li>• As this approach mirrors the school's SEND interventions there is an existing bank of evidence that demonstrates success.</li> <li>• The SENCO and the Head of English have reviewed the programme and are confident in its application.</li> </ul>	AP Pupil Support		£15,000
<b>Additional English (Year 9)</b>	<ul style="list-style-type: none"> <li>• Children receive 2x weekly 55 minute literacy intervention in groups of 6/7. (of which 6PP).</li> <li>• This takes place instead of KS3 History.</li> <li>• During core English's study of texts, the programme compliments and reinforces this learning.</li> <li>• During core English's study of writing styles, the programme facilitates additional practice of these.</li> </ul>	<ul style="list-style-type: none"> <li>• There has been strong evidence of progress from children studying this programme over the past 3 years.</li> <li>• This is frequently demonstrated in attainment outcomes during summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• The literacy intervention is the continuation of a historic programme of support and as such, the systems are well established.</li> <li>• Planning Lead for Year 9 is supporting the creation of effective lesson resources during the writing units of work.</li> </ul>	AP Pupil Support		£10,000

<b>Additional English (Year 10)</b>	<ul style="list-style-type: none"> <li>• Children invited to study Additional English as a KS4 option block in place of MFL.</li> <li>• 4 of 11 children PP.</li> <li>• Children receive 3x weekly 55 minute lessons.</li> <li>• Children are taught by experienced English teacher (w/ QTS).</li> <li>• Teacher receives dedicated planning time and support from the SENCO to ensure these lessons are effective.</li> <li>• Teaching is rigorous in embedding fundamental literacy skills within the children's writing.</li> <li>• Teaching outcomes focus on attaining a 4+ at GCSE English.</li> <li>• Class size is capped at 12 children to ensure effectiveness of teaching approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong rationale that small group Additional English will be more effective in outcome through use of a qualified teacher.</li> <li>• The use of an experienced teacher ensures high quality curriculum, shown through lesson plans, resources and schemes of work.</li> <li>• Experienced practitioner should meet the needs of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review of provision with the English teacher leading the programme.</li> <li>• Feedback from the Head of English.</li> <li>• Regular review of attainment data (per half-term).</li> <li>• Lesson observations focusing on the delivery and on the progress of the children.</li> </ul>	AP Pupil Support		£10,000
<b>Targeted Homework Club</b>	<ul style="list-style-type: none"> <li>• Due to covid restrictions the homework support has changed so that each year group has a designated evening of targeted support.</li> <li>• Year 7 &amp; 11 receive this twice-weekly.</li> <li>• This support is: targeted at certain children (PP, vulnerable, SEND); Heads of Year and Pastoral Leads can make referrals; children can self-refer on a drop-in basis.</li> <li>• Assistant Principal collects targeted children each evening.</li> <li>• Support staff support the children in completion of their homework.</li> <li>• A member of support staff oversees nightly logistics and registration, and compiles a weekly report for Middle Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly seen through the increase in work submissions via Show My Homework.</li> <li>• Qualitative evidence of good engagement seen through Silver Merits awarded to Homework Club attendees.</li> <li>• Further evidence provided to SENCO from Support Staff overseeing completion of homework.</li> <li>• Positive feedback from parents who acknowledge this support.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a member of support staff to lead logistically and ensure consistency of provision.</li> <li>• Provide each child with access to ICT and ensure this is cleaned and returned after each session.</li> <li>• Designate a member of the Senior Team to collect the targeted children each evening.</li> <li>• Meet weekly with lead to review the number of attendees and quality of work.</li> <li>• Provide Middle Leaders with a weekly report on homework club attendees.</li> </ul>	AP Pupil Support	After each formal assessment	£5,000

<p><b>Improve outcomes for KS4 targeted students</b></p>	<ul style="list-style-type: none"> <li>• Saturday and holiday sessions for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at these sessions has been excellent across the past two academic years. All students engage [PP and non-PP].</li> <li>• Student feedback states that these are an important part of the overall support &amp; revision package.</li> <li>• These sessions have had a direct impact on the quality and outcomes of NEA components of creative subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall, programme of sessions overseen by SLT [VP PD] along with admin support.</li> <li>• Timetable monitored to ensure access for all subject areas.</li> <li>• Full attendance kept [and analysed against sub group data]</li> <li>• Continue to support coursework heavy subjects through drop down days</li> </ul>	<p>VP PD</p>	<p>Jan 2021</p>	<p>£25,000</p>
	<ul style="list-style-type: none"> <li>• Use of SMHW data to establish homework intervention.</li> <li>• Homework club [Aut2] to be run for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>• Still a significant number of students failing to engage fully with homework from across all subjects. SMHW now in place to help with early identification.</li> <li>• Supervised homework club will ensure these students access/complete homework and have access to support which they may not have at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with VP [Quality of Education], VP [PD] and AP [Pupils Support] in relation to early identification [Aut2]</li> <li>• Work closely with AP [Pupil Support] to ensure provision supports programme in place for identified SEND students [AIP 1bi]</li> <li>• All sessions supervised with access to necessary resources [e.g. IT access]</li> <li>• Full attendance kept [and analysed against sub group data]</li> </ul>	<p>VP PD and AP Pupil Support</p>	<p>Nov 2020</p>	<p>£5,000</p>

	<ul style="list-style-type: none"> <li>• [Where possible] implement Yr12 to Yr11 peer mentoring [challenging against current restraints].</li> <li>• Use of SLT/MLT if needed at key points [identify a smaller cohort of students]</li> </ul>	<ul style="list-style-type: none"> <li>• Clear data from the past three years that those students mentored make positive progress and improve outcomes from EoY 10 through to GCSE outcomes</li> <li>• Peer mentoring focuses on study habits and techniques, along with organisation and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• **Mentoring dependent on restrictions in place</li> <li>• VP [PD] &amp; HoY12 to oversee programme. Mentors trained [3 sessions] in advance of programme rollout.</li> <li>• Identification of students [mentees] based on progress and attainment. Focus on key English &amp; Maths students after Aut2 assessments.</li> <li>• Action step tracker in place to monitor quality of mentoring. Regular reviews with mentors &amp; mentees as to programme success.</li> </ul>	VP PD		
	<ul style="list-style-type: none"> <li>• Academic catch up/support sessions in additional timetabled time [Tutor Time] with key staff from January onwards</li> </ul>	<ul style="list-style-type: none"> <li>• Spring term intervention plan for core subjects made an excellent start [pre-school closure]</li> <li>• Enables for very specific [targeted] support in small groups for key students in English, Maths [Inc. crossover students] &amp; Science.</li> <li>• Allows regular intervention to take place [daily] for a short period of time [25 minutes] in comparison to weekly intervention sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with VP [PD] and Core Directors [English Maths &amp; Science] in relation to the logistical organisation [avoid clashes] and identification of key students.</li> <li>• Full attendance kept [and analysed against sub group data]</li> </ul>	VP PD		£10,000

	<ul style="list-style-type: none"> <li>• Use of Graduate Teacher Assistants [GTAs] to support key students in English &amp; Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Additional capacity of GTAs in English &amp; Maths enables small group or one-to-one intervention in these subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• VP [PD] to work with Directors of English &amp; Maths to incorporate GTAs into the overall KS4 intervention strategy. [Aut 2 onwards]</li> <li>• GTAs to be trained accordingly in relation to small group and on-to-one intervention</li> </ul>	VP PD HOD Eng/Mat hs		£25,000
<b>Pupil premium students with remote learning needs supported in case of further lock down</b>	<ul style="list-style-type: none"> <li>• Undertake a student by student interrogation of their access to a digital device</li> <li>• Plug gaps of PP students with no access to digital device Years 10 – 13</li> <li>• Review digital device access in multiple sibling families</li> <li>• Deliver in school training to all year groups to model access to remote access (plug gap of digital access poverty)</li> <li>• Ensure all parents/students issues with a device are aware and supportive of device security/use</li> <li>• In Years 7-9 pupil premium students without access to a digital device targeted for next wave of distribution</li> <li>• Time cost of data staff/Vice Principal to analyse SMHW return data</li> </ul>	<ul style="list-style-type: none"> <li>• Little high level remote learning can occur without access to a digital device</li> <li>• School is ready if there is a further need for remote learning from Tiers 1 – 4 (school tiers of on site access)</li> <li>• Train next tier of staff who are insecure about using remote learning platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Really well through ‘What to Do’ for distribution and return of device (if short term bubble bursts)</li> <li>• Clear priority listing of both induction needs and years with priority learning</li> <li>• All students Years 7-13 are supported in school to ensure all their access to logins are secure and particularly in lower years 7-9 that they are secure in understanding how to access remotely</li> </ul>	VP Q. Ed/VP PD		£10,000
<b>Total Cost</b>						<b>£115,000</b>

**Planned Expenditure 2020/21**

**iii. Other Approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review?	Cost
<p><b>Further consistently and effective use of tutor time to enhance students' organisation and effective study skills/revision strategies</b></p>	<ul style="list-style-type: none"> <li>• All tutor time sessions from Year 7-11 reviewed and updated to ensure a day by day consistency across each year group</li> <li>• One session a week to focus on 'Arkademics' i.e. on written scheme to support students learning across the years, spirally from Year 7 to targeted GCSE preparation</li> <li>• Greater level/input of VESPA [GCSE Mindset] work to be completed in Year 10 through assemblies and tutor time follow up sessions/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students across all year groups are far more organised in relation to their study habits. Vitally important for both PP and non-PP students.</li> <li>• Effective study skills/revision techniques session ensure a common approach to revision and independent study [Myths are debunked and effective strategies practiced/modelled]</li> </ul>	<ul style="list-style-type: none"> <li>• VP [PD] oversees TT/PSHE timetable for all year groups to develop the spiral approach to the TT curriculum.</li> <li>• Subject specific staff produce specific TT sessions where necessary &amp; appropriate with VP [PD] in charge of QA.</li> <li>• Stakeholder feedback sought at termly intervals [tutors and students] through focus groups and questionnaires.</li> <li>• Training for staff [tutors] on effective tutoring and TT sessions.</li> <li>• Learning walks [and feedback] to ensure a consistent approach and assist with tutor development.</li> </ul>	VP PD		£2,000

<p><b>Development of student vocabulary through tutor time programme [KS3: ARKademics]</b></p>	<ul style="list-style-type: none"> <li>• <b>Identify key vocabulary</b> to be developed through the ARKademics TT programme [Year group specific]</li> <li>• <b>Integrate vocabulary development</b> into existing/revised ARKademics programme [the 'When']</li> <li>• <b>Plan TT sessions/activities</b> to enhance student understanding of key vocabulary [the 'How']</li> </ul>	<ul style="list-style-type: none"> <li>• Students understanding of key vocabulary in relation to assessments identified as being an area in need of development</li> <li>• General breadth of student vocabulary at KS3 also in need of development</li> <li>• Development of [key] vocabulary at KS3 will help improve outcome at KS4</li> </ul>	<ul style="list-style-type: none"> <li>• VP [PD] to work with AP [Literacy] to develop a programme of vocabulary intervention through the ARKademics tutor programme. [Spring Term]</li> </ul>	<p>Ap Literacy and VP PD</p>		<p>£5,000</p>
<p><b>Support children with possible SEMH needs through Tutor Time Talk</b></p>	<ul style="list-style-type: none"> <li>• To seek referrals from Form Tutors where they notice a tutee has had a sudden change in presentation e.g. low mood, withdrawn, anxious, stressed.</li> <li>• To provide the Form Tutors with signs to look out for, so that they can make these referrals.</li> <li>• To provide the Form Tutors with a user friendly referral form that is quick to complete but provides key information.</li> <li>• To triage possible mental health needs and to provide support to children where appropriate.</li> <li>• To support through SEMH intervention, as appropriate.</li> <li>• To escalate concerns to the safeguarding team, as appropriate.</li> <li>• To inform parents of any outcomes, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• There is likely to be a higher need for mental health support post Covid.</li> <li>• The pastoral leadership team cannot identify each and every child who requires this support.</li> <li>• The Form Tutors see their tutees every day and will be best placed to note changes in presentation.</li> <li>• The Form Tutors will be provided descriptions of what to look out for.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant SENCO to lead and to delegate referrals between themselves, the SENCO and the Safeguarding Support.</li> <li>• Assistant SENCO to send a weekly referral opportunity.</li> <li>• Heads of Year to support Form Tutors in identifying children for referral.</li> <li>• Tutor Time Talk personal are all level 2+ safeguarding.</li> <li>• Tutor Time Talk personal to maintain a tracker for all referrals to be shared with the DSL.</li> </ul>			<p>£5,000</p>

<p><b>Therapeutic support for a small number of key students</b></p>	<ul style="list-style-type: none"> <li>• Post COVID more students than ever have indicated by various means that they are very vulnerable</li> <li>• Those are frequently picked up by pastoral system, safeguarding/when they are at a high threshold</li> <li>• External services are so stretched that school is often the only means of securing support</li> <li>• Appoint a trained therapist to work KS4 and KS5 students</li> <li>• Additional therapist for KS3</li> </ul>	<ul style="list-style-type: none"> <li>• The number of ‘referrals’ has grown significantly since lockdown</li> <li>• The need to intervene earlier is clear</li> <li>• Trained school-based support can prevent further escalation of need</li> <li>• This support also can sign post further referrals at an earlier point before they are critical</li> <li>• The growth in serious mental health issues manifesting these in a variety of ways from self-harm, eating disorders to life threatening issues are on the increase particularly with older students.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of non-teaching support worker to support case load of DSL and be lead support of vulnerable pupils</li> <li>• She will have a clear caseload of lower level cases to reduce escalation and create greater capacity.</li> <li>• Appointment of trained therapist with recognised experience with adolescent talk therapies (2 days a week)</li> <li>• Appointment of trained therapist with experience of play/art-based interventions (1 day per week)</li> </ul>	<p>AP Pupil Support</p>		<p>£15,000</p> <p>£10,000</p> <p>£7,000</p>
<b>Total Cost</b>						<b>£44,000</b>

## Review of Expenditure 2019/2020

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils no eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Improve outcomes across KS3 and 4 through mentoring for staff</b></p>	<ul style="list-style-type: none"> <li>• Improve the quality and rigour of mentoring of new/inexperienced staff</li> <li>• All new staff along with NQTs/ATTs (trainee teachers) to have a mentor and any member of staff who has still not reached the required standard in previous year</li> <li>• Invest in quality training for mentors to improve impact and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• The support of the mentoring team enabled 6 ATTs and 6 NQTs to pass their probationary year/gain QTS with a 90% retention rate into NQT or NQT + 1 in Ark Academy</li> <li>• 27 mentors attended half termly training sessions</li> <li>• Training sessions responded to the action steps logged weekly by mentors.</li> <li>• Out of the 6 ATTs all bar one received additional support through a plan at some point in the year</li> <li>• 4 mentor changes were made to more experienced individuals across autumn term</li> <li>• Where one NQT was struggling a mentor change made a huge impact</li> <li>• All of our ATTs made good progress and came off support plans within a half term</li> <li>• Observations by a mentor once a half term and the SLT member overseeing trainees gave additional opportunities for feedback</li> <li>• All new staff and trainees had a weekly meeting across the academic year and set a key strategy for practice (even through lockdown remotely)</li> </ul>	<ul style="list-style-type: none"> <li>• Last year our mentoring team consisted of 27 teachers. A smaller team would help make the mentoring team more impactful - ensuring rigour and consistency.</li> <li>• Support plans helped trainees get better faster – they got even more feedback and this approach will be implemented when required in future</li> <li>• Observing mentor meetings in autumn and overseeing action steps offered insight into the quality of mentoring.</li> <li>• Changing mentor when a trainee is struggling to a more experienced mentor can make a big impact</li> <li>• Support for NQT+1 will be incorporated into our model in recognition of NQT (19/20) reduced teaching access after lockdown</li> </ul>	<p>£50,000</p>

<p><b>Expand the Year 7 English Curriculum further to focus on literacy and specifically reading</b></p>	<ul style="list-style-type: none"> <li>• Expand the English curriculum further in Year 7 so they can read with highly skilled teacher of literacy rather than with a pupil or teacher who does not have this expertise</li> <li>• To work with English teachers, using enriching and exciting reading curriculum to help stimulate passion and commitment to reading across the year group</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum for the ‘reading lesson’ in English has been co-planned by a team of teachers including the line manager of English</li> <li>• The curriculum covers critical materials and introduces students to concepts that build cultural capital such as patriarchy.</li> <li>• Efforts have been made to extend students’ thinking and writing beyond the ‘reading lesson’ with half termly writing competitions, several spoken word competitions and a debate in response to these texts and ideas covered. Students commented in the termly focus groups that it added another layer of meaning</li> <li>• By focusing on students having critical responses to a text we have provided students with more skills to unpick layers of meaning – literal and figurative</li> </ul>	<ul style="list-style-type: none"> <li>• The ‘reading lesson’ is continuing as a result of how much it sparked student curiosity and fuelled the other elements of the Year 7 curriculum</li> <li>• Reading habits in Year 7 were not sufficiently tracked. This needs to happen to ensure we are encouraging students to prioritise their literacy beyond our curriculum</li> <li>• Devising reading lists as ‘follow up’ for the Year 7 reading lessons would foster a deeper passion for subject material and support students’ reading habits rather than a passing interest in content</li> <li>• Taking feedback from English teachers each half term has refined lessons and targeted student comprehension</li> <li>• Differentiation of the co-planned lesson did not consistently get prioritised.</li> <li>• More embedding of etymology and morphology is needed in each lesson to enhance students’ word knowledge and ability to decode unfamiliar language in English</li> </ul>	<p>£35,000</p>
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<p><b>Improve outcomes across KS5 and 4</b></p>	<ul style="list-style-type: none"> <li>• 6 form classes into 7 classes</li> <li>• Year 7-11 supported in key groups by co-teachers for groups with greatest needs</li> </ul>	<ul style="list-style-type: none"> <li>• Co-planning focussed on the differentiated needs of groups of students e.g. 3 pairs of co-planners for the different sets in English</li> <li>• Co-teaching enabled less experienced and new staff to be clear about the standards of teaching required in all classes</li> <li>• 7 groups or sets continues to provide more nuanced curriculum delivery at all levels whilst still enabling all students to access a common curriculum</li> <li>• Co-planning lies at the heart of curriculum delivery and provides a consistent curriculum delivery for all</li> </ul>	<ul style="list-style-type: none"> <li>• The need to focus more on the quality of teaching set 7 with further training</li> <li>• A keener eye on staff deployment at the time of timetabling</li> <li>• With new Year 7 without a baseline we need to implement mixed ability teaching in Year 7 until we have strong baseline data.</li> </ul>	<p>£50,000</p> <p>£70,000</p>
<b>Total budgeted cost</b>				<b>£205,000</b>

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ii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils no eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Continue to support English and maths for key groups in Years 7-9</b></p>	<ul style="list-style-type: none"> <li>• In addition to their designated maths/English lessons they will receive small group teaching by HLTAs</li> <li>• The HLTAs also support the main English and maths classes so they know the curriculum and they key areas the students struggle with</li> <li>• They are withdrawn from MFL/history to focus on these core subjects</li> <li>• Improvements in English will enable younger students to access curriculum of other subjects as they improve</li> <li>• Over 50% are pupil premium students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>KS3 Additional Maths</b> delivered to 21 children of which 12PP. (57%).</li> <li>• Limited quantitative data to analyse but Additional Maths HLTA, was assured of the progress these children made. The Head of Mathematics, re-wrote the additional maths scheme of work during lockdown for further rigour.</li> <li>• <b>KS3 Additional English</b> delivered to 35 children of which 14PP. (40%).</li> <li>• As above limited data to analyse but we are committed to this model and feel that it is hugely influential on internal outcomes and perceived confidence, willingness to participate in lessons, volunteering to read aloud, etc are all reported by the teachers of these children.</li> <li>• Lockdown enabled staff to work closely with English teachers to review the newly created literacy interventions in preparation for 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of maths and Key Stage 3 maths lead, re-wrote the <b>additional maths scheme of work</b> to align with the school's curriculum intentions for intervention classes.</li> <li>• KS3 maths lead has written new curricula content and assessments for each two lowest attaining sets in year 7, 8 and 9 to mirror the foundation maths course taught to KS4.</li> <li>• SENCO and LSA re-wrote the literacy interventions to create a consistent format for delivery. This reduced LSA prep. time significantly, enabling their delivery to more children than previously.</li> <li>• This model was very effective and added flexibility to ensure a child didn't miss an intervention.</li> <li>• Added security for LSAs who had not previously had as much responsibility for delivery of content.</li> </ul>	<p>£15,500 catch up grant and £40,000 from PP</p>

<p><b>Maths and English support in KS4</b></p>	<ul style="list-style-type: none"> <li>• In KS4 additional English will be taught to students not enrolled on double science</li> <li>• The deployment to support them in 2019/2020 will be that they are supported 1:1 or in 2:1 groups to increase buy-in from older students</li> </ul>	<ul style="list-style-type: none"> <li>• 11 children received Additional English in KS4. 7 were PP (63%).</li> <li>• Despite the adjustment to small-group and 1:1 delivery, these children were ambivalent or actively resisted the delivery of these sessions. This was due to their withdrawal from GCSE double science and put on foundation science.</li> <li>• Year 11 who received Additional English in KS4 made an average of -0.8 grades of progress from KS3 base.</li> <li>• The highest attainment was grade 2.</li> <li>• In Year 10, 6 children were taught Additional English. Members of this group felt strongly that they were being denied an opportunity to study GCSE Double Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional English at KS4 has been reviewed and the provision has been altered:</li> <li>• Additional English (KS4) is now an optional subject in the MFL block. Children/parents will be invited to this provision during a progression meeting with the SENCO or a member of SLT in Y9.</li> <li>• Additional English is now taught by a qualified English teacher.</li> <li>• This is an important change as the children, regardless of their suitability for GCSE Science, felt that they were being denied an opportunity to study the same curriculum as their peers. This made their engagement in Additional English very poor.</li> </ul>	<p>As above</p>
<p><b>Daily homework club for targeted students</b></p>	<ul style="list-style-type: none"> <li>• Continue to offer support for students who have difficulty accessing the homework throughout the year</li> <li>• The profile of the Homework club and numbers increase as the year progresses and during periods of assessment in KS4</li> <li>• Seek referrals from HOYs</li> </ul>	<ul style="list-style-type: none"> <li>• 95 students attended pupil support homework club throughout 2019-20 until lockdown.</li> <li>• Of this number, 44 were PP (46%).</li> <li>• Due to the lockdown, we did not see numbers fluctuate as we had expected around the exam times.</li> <li>• Quality and quantity of work being completed was rarely high.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil support homework club has been reviewed with an LSA allocated to lead on logistics, registration and admin.</li> <li>• Member of SLT collects targeted children per evening.</li> <li>• Whole school review of online learning has been of huge benefit to the effectiveness of the time being spent in Homework club.</li> <li>• Additionally the work of community classrooms during lockdown has supplemented understand of online learning.</li> </ul>	<p>£12,000</p>

<p><b>Improve outcomes for KS4 targeted students through interventions</b></p>	<ul style="list-style-type: none"> <li>• Students will continue to receive targeted support during tutor time and PSHE in the Spring and Summer terms 2020</li> <li>• Supervised homework club took place in the library every day after school during the year and over the course of the Autumn term, some students will be targeted to attend they have poor study habits</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Mindset sessions developed and rolled out as part of the KS4 tutor programme. Assemblies and follow up tutor sessions on all elements of VESPA were delivered.</li> <li>• English and maths worked in tandem to identify key 'crossover' students and interventions put in place to support borderline level 4 &amp; 5 students, these key students were reviewed after November assessment and on a regular 3 weekly basis after that.</li> <li>• Additional support put in place with sixth former maths coaches and additional staff support for students withdrawn from tutor time/or with early morning support.</li> <li>• Spring1 study-support intervention timetable in place with <u>ALL</u> students targeted for a minimum of one subject. A number of students targeted for 2+ subject areas in the run up to the mocks.</li> <li>• Homework club ran in both the autumn and spring terms with supervision from MLT. Average numbers saw 12-15 students attend each evening. Targeted homework sessions were run by the pupil support team.</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of students struggling with homework necessary and signposted [targeted] for homework club support.</li> <li>• Year 10 were introduced to mindset through Autumn and Spring term to push back the programme earlier in KS4.</li> <li>• Student engagement was strong with the approach of short (max 6 weeks) focussed interventions.</li> <li>• Additional whole day interventions for GCSE with practical/coursework. It was recognised that students in creative/practical GCSEs were not given enough targeted support.</li> </ul>	<p>£30,000</p>
	<ul style="list-style-type: none"> <li>• In Autumn 1 key students who need mentoring will be identified and paired with a trained sixth former who will work to improve their organisation and study habits</li> </ul>	<ul style="list-style-type: none"> <li>• 28 students identified based on EoY 10 data. 14 of these students [50%] were PP students. [28] Sixth form students with excellent systems and attitude identified a trained. Mentoring occurred throughout both the Aut2 and Spr1 terms. Average Att8 scores for all 14 students remained the same from EoY10 data through to Spring2 [Mock] data. [Average Att8 score of 3.6]. This was the same for non-PP students in the mentoring cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Where possible implement Yr12 to Yr11 peer mentoring [challenging against current restraints].</li> <li>• Use of SLT/MLT if needed at key points [identify a smaller cohort of students]</li> </ul>	<p>£15,000</p>

	<ul style="list-style-type: none"> <li>• Saturday and holiday sessions for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>• A number of Saturday and February half term sessions took place prior to school closures. These sessions focused on coursework elements of the practical subjects. <b>As in previous years these were very well attended by students.</b></li> <li>• In February half term 22 students were targeted with 100% attendance [Yr11 Music &amp; Performing Arts]</li> <li>• Prior to school closure Saturday sessions in Yr11 Drama [9 students] and PE [23 students] took place with 100% attendance.</li> <li>• The gap between PP and non-PP students narrowed from Spring 2 to final GCSE outcomes:</li> <li>• Progress 8 scores improved from -0.3 to 0.6 for PP students [and from -0.1 to 0.73 for Non-PP]</li> <li>• Attainment 8 scores improved from 42.2 to 51.5 for PP students [and from 44.5 to 52.4 for Non-PP]</li> <li>• This highlights a very small gap between PP and non-PP students in relation to outcomes.</li> <li>• 9-4 in English and Maths – PP – 79%, non PP 74%</li> <li>• 9-5 in English and Maths – PP 52%, non PP 49%</li> <li>• All of these measures highlight a further narrowing of the gap for students from 2019 to 2020 outcomes. And exceeding outcomes in key attainment measures of maths and English</li> </ul>	<ul style="list-style-type: none"> <li>• This programme has been successful over several years and will continue in 20/21</li> <li>• Ensure that all student involvement is tracked in relation to PP v non-PP at a department level</li> </ul>	<p>£20,000</p>
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	<ul style="list-style-type: none"> <li>• Academic catch up/support sessions in additional timetabled time with key staff from January onwards</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2 [Post Mocks] Morning [targeted] intervention programme was up and running in English, Maths &amp; Science. This took place during AM tutor time. 56 students in total were targeted.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring term intervention plan for core subjects made an excellent start. Continue with this strategy in 2020/2021 at key points [Aut 2 for key English &amp; Maths crossover and Spring 2 for additional targeted students]</li> </ul>	£20,000
<b>High Attaining boys on entry maintain their progress through KS3 and 4</b>	<ul style="list-style-type: none"> <li>• All HPA boys are identified in Year 7</li> <li>• All departments identify students at the end of Year who have started to achieve lower grades</li> <li>• HPA who are falling behind are identified on all seating plans</li> <li>• Book looks focus on HPA boys across the achievement range</li> <li>• Focus on early intervention and strong contact with home</li> <li>• Look at variety of strategies to promote engagement of this group</li> </ul>	<ul style="list-style-type: none"> <li>• An audit of all HPAs by departments was conducted in autumn term.</li> <li>• Because of poor progress of HPA boys last year there was a focus on Year 11 HPA boys.</li> <li>• A group of 12 were identified and mentored weekly by a year 11 tutor. They were also considered when allocating a peer mentor from Year 12.</li> <li>• There was more reflection when looking at HPA students when considering moving them to lower sets.</li> </ul>	<ul style="list-style-type: none"> <li>• There was little impact on the younger years possibly due to waiting to identify HPA progress over an entire year.</li> <li>• Each year group has a different HPA distribution which means that the focus need adjusting from year to year.</li> <li>• We need to reflect on our setting system to ensure it does not lead to student disengagement.</li> </ul>	£10,000
<b>Total budgeted cost</b>				<b>£162,500</b>

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**iii. Other Approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils no eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p><b>Consistent and effective use of tutor time to enhance students' organisation and effective study skills/revision strategies</b></p>	<ul style="list-style-type: none"> <li>• All tutor time sessions from Year 7-11 rewritten to ensure a day by day consistency across each year group</li> <li>• One session a week to focus on 'Arkademics' i.e. on written scheme to support students learning across the years, spirally from Year 7 to targeted GCSE preparation</li> </ul>	<ul style="list-style-type: none"> <li>• All students [PP &amp; non-PP} impacted by new tutor time programme. New programme fully embedded across Years 7 – 11. KS3 'Arkademics' sessions highly successful in relation to students' systems and study techniques. KS4 GCSE Readiness sessions focused on the VESPA model and followed a clear assembly and follow up approach. Students across all year groups fully engaged with these sessions and their success and was evident through both student and teacher feedback [focus groups]</li> <li>• Clear structure and overview in place</li> <li>• Quality of sessions in the main excellent</li> <li>• Sessions aligned to key focus points on the year i.e. Autumn 1 focus on system and Autumn 2 focus on practice ahead of key assessments.</li> <li>• Sessions contribute to a spiral curriculum within tutor time from year 7 to 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and build on the work done in this area.</li> <li>• Greater level of VESPA work to be completed in Year 10.</li> <li>• Focus on follow up with the tutors not following the programme in a rigorous way, monitor and then train.</li> </ul>	<p>£5,000</p>

<p><b>Support for underachieving SEMH students to ensure their behaviour has less impact on outcomes</b></p>	<ul style="list-style-type: none"> <li>• A number of key students will be targeted to be supported by an experienced member of staff who has time to have a case load of students particularly in KS4</li> <li>• 1:1 meetings with students and parents</li> <li>• Support/mentoring to provide stability, advice and strategies for students who are vulnerable often with severely dysfunctional lives</li> </ul>	<ul style="list-style-type: none"> <li>• To spread the load over a number of highly skilled staff (SENCO/Assistant SENCO/AP KS3/VP Behaviour)</li> <li>• Meetings signposted to further support including Brent Inclusion Service</li> </ul>	<ul style="list-style-type: none"> <li>• Need to continue to have a spread of caseloads with key staff to ensure a safety net for students</li> </ul>	<p>£10,000</p>
	<ul style="list-style-type: none"> <li>• Therapeutic 1:1 support for a small number of key students</li> </ul>	<ul style="list-style-type: none"> <li>• 4 children (secondary) worked 1:1 with the therapist due to social, emotional and mental health needs for a minimum period of 5 weeks</li> <li>• Trainee therapist additionally worked 1:1 with 4 students over the course of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Replace therapist who left due to family relocation.</li> <li>• This is an essential service in our catchment area.</li> </ul>	<p>£9,000</p>
<b>Total Cost</b>				<p><b>£24,000</b></p>

## Performance of Pupils in Receipt of Pupil Premium at the end of KS4

<b>PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS4 – ATTAINMENT 2018 – 2020</b>					
Average Progress 8 score of PP pupils	2018	<b>+0.22</b>	Estimated Progress 8 score of PP pupils (CAGs)	2020	<b>+0.6</b>
	2019	<b>-0.13</b>			
Average Attainment 8 score of PP pupils	2018	<b>4.7</b>	Average Attainment 8 score of PP pupils	2020	<b>51.5</b>
	2019	<b>5.0</b>			
% of PP pupils achieving 9 - 4 in English & Maths	2018	<b>71%</b>	% of PP pupils achieving 9 - 4 in English & Maths	2020	<b>79%</b>
	2019	<b>72%</b>			
% of PP pupils achieving 9 - 5 in English & Maths	2018	<b>41%</b>	% of PP pupils achieving 9 - 5 in English & Maths	2020	<b>52%</b>
	2019	<b>50%</b>			
% of PP pupils achieving English Baccalaureate	2018	<b>18%</b>	% of PP pupils achieving English Baccalaureate	2020	<b>29%</b>
	2019	<b>23%</b>			
<b>DIMINISHING THE DIFFERENCES (difference +/- between PP and non-PP pupils) 2018 - 2020</b>					
Average Progress 8 score of PP and non-PP pupils	2018	<b>-0.3</b>	Average Progress 8 score of PP and non-PP pupils	2020	<b>-0.13</b>
	2019	<b>-0.45</b>			
Average Attainment 8 score of PP and non-PP pupils	2018	<b>-0.9</b>	Average Attainment 8 score of PP and non-PP pupils	2020	<b>-0.9</b>
	2019	<b>-0.12</b>			
% of PP and non PP pupils achieving 9-4 in English & Maths	2018	<b>-9%</b>	% of PP and non PP pupils achieving 9 - 4 in English & Maths	2020	<b>+5%</b>
	2019	<b>-5%</b>			
% of PP and non PP pupils achieving 9-5 in English & Maths	2018	<b>-20%</b>	% of PP and non PP pupils achieving 9 - 5 in English & Maths	2020	<b>+3%</b>
	2019	<b>+1%</b>			
% of PP pupils achieving English Baccalaureate	2018	<b>-29%</b>	% of PP pupils achieving English Baccalaureate	2020	<b>-2%</b>
	2019	<b>+30%</b>			