

## 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 Victoria Academy    |
| Number of pupils in school  | 1551                    |
| Proportion (%) of pupil premium eligible pupils                         | 40.6%                   |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022               |
| Date this statement was published                                       | 26/11/21                |
| Date on which it will be reviewed                                       | 14/3/22                 |
| Statement authorised by   | Ela McSorely            |
| Pupil premium lead  | Kate Baker/Andrew Brown |
| Governor / Trustee lead   |                         |

### Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £695,792.50 |
| Recovery premium funding allocation this academic year  | £89,538.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £785,330.50 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Ark Victoria, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and reach their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We are fortunate to have limited difference between our pupil premium and non-pupil premium student – with our disadvantaged students often outperforming their peers. With this in mind, our intention is to not be complacent, and continue to find ways to support all pupils across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and current research. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are both supported and challenged in the work that they're set
- intervene swiftly
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | Historically disadvantaged students achieve a lower level of attainment than non - disadvantaged.  |
| 2                       | Disadvantaged students with HPA make less progress than their peers.   |
| 3                       | A proportion of disadvantaged students have reading ages lower than their chronological age.   |
| 4                       | Too many disadvantaged students leave the primary phase without the skills to access the secondary curriculum.   |
| 5                       | Attendance rates for disadvantaged students are lower than non -pupil premium students,  |
| 6                       | Some disadvantaged students can lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education.   |
| 7                       | Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. |
| 8                       | Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.            |

## 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.

| <b>Intended outcome</b>   | <b>Success criteria</b>  |
|---|--|
| All teaching in every classroom to be effective or better.  | Majority of teachers graded as proficient across both phases.<br>Disadvantaged children make accelerated progress to diminish differences.   |
| Narrow the attainment gap between disadvantaged and non-disadvantaged students across the curriculum. Ensure pupils from disadvantage backgrounds catch up on lost learning time rapidly. | Disadvantaged students achieve similar results to their peers.<br>Primary combined target for end of KS2 is set at 68% for all children.<br>By the end of our current plan in 2024/25, 70% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 2 years this figure was 47% and 50%.<br>The gap in performance in all GCSE subjects is not present between disadvantaged and non-disadvantaged pupils. |
| Improved progress for high attaining disadvantaged students.  | Children with high prior attainment will be continually challenged and achieve their full potential.   |
| Improved reading attainment across the whole school   | Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using NGRT and other approved reading tests.   |
| Improved outcomes at primary phase across all year groups, especially in Year 6 to ensure secondary readiness   | Outcomes at least as good as national averages.  |
| Improved attendance rates and reduced persistent absence  | Reduce the number of persistent absentees among disadvantaged students to 10% or below. Overall, disadvantaged students attendance improves to 97%.  |

|  |  |
|--|--|
| Improved Mental wellbeing and personal development of students to ensure success in life, education and employment | Increase the exposure of disadvantaged students to aspirational experiences such as residential, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors. Reduced number of behaviour incidents, and number of pupils regularly receiving negative logs.<br><br>Reduced number of fixed term and permanent exclusions for disadvantaged students. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.                  | Pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.   |

## 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.

## Primary Phase

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Support quality of teaching through Read Write inc and Maths Mastery programmes.  | RWI has been shown to be an effective strategy for increasing progress. The Sutton Trust T+L toolkit has found it to be effective. In previous years, both RWI and maths mastery were shown to have an impact on pupil progress in previous pupil premium reviews.   | 1, 4, 7                       |
| Targeted CPD for teachers in all stages of their career. Including monitoring the quality of teaching using the GTR and a focus on the AIP. | The quality of teaching children receive is the most significant factor in how quickly they make progress and gaps can be closed. In the research schools network document, it states improving the quality of teaching and learning will positively impact on all pupils but has a particularly positive effect on pupils eligible for pupil premium funding. | 1,2,4,7                       |
| Coaching for all teachers who are not consistently proficient on the GTR, and training for new coaches.                                     | We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes which will ensure at least strong progress for all pupils, with those identified as needing to catch up making sustained progress. Professional development delivered will include CPD sessions; peer observation through lesson        | 1,2,4,7                       |

|   |  |         |
|---|--|---------|
|   | study; coaching, mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development.  |         |
| Purchase of high quality, engaging texts and reading logs to encourage more reading at home | <p>Reading is fundamental to future academic success.</p> <p>Parent reading workshops and providing texts to read at home will support with parental engagement. The EEF found parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>All pupils need to have a good enough level of reading to access the full curriculum.</p> <p>Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the SATs.</p> <p>All pupils should be able to read at a standard meeting their chronological age.</p> | 3       |
| Release time for teachers to allow co-planning using the backwards planning model           | Following the co-planning model and planning backwards from the end goal proved successful, in terms of children's progress last year. Year groups planning together will support with subject knowledge and questioning/misconceptions to challenge children with high prior attainment.  | 1,2,4,7 |

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

Budgeted cost: £120000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Small year 6 group intervention for reading and maths to ensure secondary readiness. | The EEF found small group tuition has an average impact of four months' additional progress over the course of a year. In previous years, we have seen accelerated progress due to intervention groups being set up. This is especially true when children lack self-confidence.   | 4                             |
| Interventions provided within all year groups to support pupils to catch up.         | <p>The EEF report recognises small class sizes only have a positive impact if numbers are reduced drastically. Small intervention groups of less than 10 pupils should ensure targeted and bespoke teaching tailored for individual needs.</p> <p>In 2019/20 primary children on the programme made an average of 11% progress in English and 13% progress in maths compared to their baseline scores.</p> | 1,2,3,4,7                     |

|  |  |     |
|--|--|-----|
| Action tutoring to deliver weekly intervention to identified disadvantaged pupils who have fallen behind                               | In 2014, an independent evaluator analysed the impact of Action Tutoring. It found a positive association between the number of Action Tutoring sessions attended and the estimated impact; suggesting that pupils who attended at least seven sessions could make half a grade extra progress compared to their peers.  | 4,7 |
| Higher ratio of staff within EYFS and training provided for Y1 staff to support continuous provision and assessment due to time missed | Overall, the evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families (Education Endowment Foundation website) FFT have concluded the earlier gaps are addressed the more impact on pupils achievement. Accelerated progress in EYFS has a direct link to GCSE results. | 1,7 |

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

Budgeted cost: £ 75840

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Contribution to additional parent support worker focusing on attendance   | Pupils need to attend school every day in order to make progress NFER identifies addressing attendance issues as key.<br><br>The EEF toolkit shows parental engagement has a positive impact on academic success for a moderate cost.  | 5                             |
| Enrichment Opportunities including trips, visitors and assemblies<br><br>Wide variety of after school clubs offered with disadvantaged children given priority. | Pupils with SEMH needs require additional support to raise their self-esteem so they feel confident to access the curriculum and challenge themselves<br><br>Develop pupils' cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently. Pupils' health and mental well-being will impact their success in education.  | 6,8                           |
| Learning mentors to work with all children identified as vulnerable.  | Pastoral care needs to be a focus so children can focus on their learning due to feeling safe and happy at school.<br><br>The EEF toolkit found social and emotional learning approaches had a positive impact on progress, however, the benefits are not only academic as 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' | 6,8                           |

**Total budgeted cost: £ 365840**

*Secondary Phase*

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £160,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Support quality of teaching through library lessons and fluency intervention.  | The library lesson and the fluency interventions have been shown to be an effective strategy for increasing progress. The Sutton Trust T+L toolkit has found it to be effective  | 1, 2, 3, 7                    |
| Purchase of standardised diagnostic assessments.<br>Training will be provided for staff to ensure assessments are interpreted correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>  | 1, 2, 3, 7                    |
| Targeted CPD for teachers in all stages of their career. Including a focus on AIP areas  | The quality of teaching children receive is the most significant factor in how quickly they make progress and gaps can be closed. In the research schools network document, it states improving the quality of teaching and learning will positively impact on all pupils but has a particularly positive effect on pupils eligible for pupil premium funding.   | 1,2,3,7                       |
| Coaching for all teachers  | We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes which will ensure at least strong progress for all pupils, with those identified as needing to catch up making sustained progress. Professional development delivered will include CPD sessions; peer observation through lesson study; coaching and mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development. | 1,2,3,7                       |
| Purchase of high quality, engaging texts and reading logs to encourage more reading at home  | Reading is fundamental to future academic success.<br>All pupils need to have a good enough level of reading to access the full curriculum.<br>Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the GCSEs<br>All pupils should be able to read at a standard meeting their chronological age.  | 1, 2, 3                       |

|  |  |           |
|--|--|-----------|
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focused on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</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> | 1,2, 3    |
| <p>Friday CPD sessions for teachers to allow co-planning using the backwards planning model</p>  | <p>Following the co-planning model and planning backwards from the end goal proved successful, in terms of children's progress last year. Year groups planning together will support with subject knowledge and questioning/misconceptions to challenge children with high prior attainment.</p>   | 1,2,3,7,8 |

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

Budgeted cost: £120,000

| Activity   | Evidence that support this approach   | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Interventions provided within all year groups to support pupils to catch up</p>   | <p>The EEF report recognises small class sizes only have a positive impact if numbers are reduced drastically. Small intervention groups of less than 10 pupils should ensure targeted and bespoke teaching tailored for individual needs.</p>  | 1,7                           |
| <p>Employing GTA teachers</p>  | <p>The GTA teacher support with small class interventions. The EEF report recognises small class sizes only have a positive impact if numbers are reduced drastically. Small intervention groups of less than 10 pupils should ensure targeted and bespoke teaching tailored for individual needs.</p>                  | 1,2,3,7                       |
| <p>Adopting a targeted reading intervention through lexia for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> | <p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 3                             |

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

Budgeted cost: £49,952.50

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Contribution to additional parent support worker focusing on attendance   | <p>Pupils need to attend school every day in order to make progress NFER identifies addressing attendance issues as key</p> <p>The EEF toolkit shows parental engagement has a positive impact on academic success for a moderate cost.</p>   | 5,6                           |
| <p>Enrichment opportunities including trips, visitors and assemblies</p> <p>Wide variety of after school clubs offered with disadvantaged children are encouraged to attend</p>   | <p>Pupils with SEMH needs require additional support to raise their self-esteem so they feel confident to access the curriculum and challenge themselves</p> <p>Develop pupils' cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently. Pupils' health and mental well-being will impact their success in education</p> | 5,6,7                         |
| <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  | 5                             |
| Contingency fund for acute issues.  | 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.  | All                           |

**Total budgeted cost: £329,952.50**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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? |         |

## 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.*