



Ark Globe Academy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

School overview

Detail	Data
School name	Ark Globe Academy
Number of pupils in school	842
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	30/09/2022
Date on which it will be reviewed	01/01/2023
Statement authorised by	Matt Jones
Pupil premium lead (Secondary)	Matthew Simpson
Governor / Trustee lead	Jaqueline Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£507, 275
Recovery premium funding allocation this academic year	£47, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£554, 275

Part A: Pupil premium strategy plan

Statement of intent

- Our key focus is to provide a high quality education to pupils that prepares all pupils for university and to be leaders in their community.
- 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 Globe Academy, 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.

Challenges

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

Challenge number	Detail of challenge
1. Academic barriers	Literacy & Oracy
	Social and cultural awareness
	Self-regulation
	Staffing, resources and training
2. Additional barriers	Attendance
	Home life
	Community engagement with school life
	Community issues

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
An increase in the progress and attainment of PP pupils	Outcomes to be above national average at all phases.
High level of attendance for PP pupils	At least 96% attendance for PP pupils
Participation and engagement in school life	100% of PP pupils engaged in enrichment activities
High levels of well-being and personal development	100% involved in extra-curricular activities Reduction in Fixed Term and Internal exclusions

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: £ 198, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve outcomes across all phases	EEF research shows that the most important factor which affects academic outcomes is the quality of teaching they receive, particularly for pupils from disadvantaged backgrounds.	1
Reduce pupil-teacher ratio and skill-up teachers to meet the needs of more complex pupils.	Our model of having smaller classes for those with low-prior data has led to strong outcomes for pupils. However, there is a provision gap for SEND pupils. Strong progress in English and maths.	1
Provide additional teaching and intervention where there are gaps in attainment.	Strong outcomes in subjects and historically positive impact of intervention.	1
A high-quality curriculum is available to pupils	Strong outcomes for all key stages	1
Adopt whole school approach to reading and improve reading ages	Pupils from disadvantaged backgrounds know disproportionately fewer words and lower levels of oracy which has an impact on their ability to access the curriculum	1

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

Budgeted cost: £ 300 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for pupils with complex needs	Services outside of school are not always able to provide support for the pupils and their families. Our intimate knowledge, gained through working close with pupils and their families and through our Inclusion support, means we can provide an extra layer of help.	2
One to one and small group Tutoring	EFF says that “on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”	1
Homework clubs	EFF: “surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for pupils from disadvantaged backgrounds Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.”	1
Laptop provision	EFF: “surveys in England suggest that pupils from disadvantaged backgrounds are less likely...to have access to a device” Enable pupils to extend their learning beyond the classroom and support the development of more independent learning, accelerating the closing of gaps in their learning Provide teachers with more time in the classroom for high leverage activity and reduce the time spent marking and monitoring home learning	1
Phonics training and wider Reading strategies	Adds an additional five months progress over the course of the year	1

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

Budgeted cost: £ 56 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment and extra-curricular activities: all subjects expected to enter a competition, go on a trip and have a club	Need for increased social and cultural exposure, as well as boosting confidence, well-being and self esteem.	2
Increase pastoral leadership	Increased capacity ensures pupils with complex needs are provided with more focus.	2

Total budgeted cost: £ 554, 275

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- **One to one and small group Tutoring**
 - Students involved in small group intervention and mentoring had better attendance than those that did not
 - Students involved in small group intervention and mentoring improved attainment between Year 10 and 11 and did better at G4+ than those who did not.

- **Reading strategies**
 - 50% of students with reading ages below two years received intervention
 - Almost every year group saw improvements in reading ages over the year. In year 7, 6% of those with a reading age below two years close this gap by the end of the year.

- **Laptop provision**
 - Over 100 students across all year groups used Online Summer tuition over the August break, attending two sessions a week. Although the academic impact of this is not yet known, this could not have happened without the provision of laptops.
 - A significant number of students used online tuition over the year
 - Most core subjects set Home Learning or revision online.

- **Homework clubs and Laptop provision**
 - Excellent attendance to the Home Learning Club
 - Significant improvement in completion of Home Learning between the start of the year and the end
 - Drop in the number of students given sanctions for non-completion of Home Learning

- **A high-quality curriculum is available to pupils:**
 - Very strong outcomes in internal data at the end of the year.
 - **60%** of pupils from Year 11 attend our sixth form. **100%** of these do Level 3 courses.

- **Provision of enrichment and extra-curricular activities:**
 - Two significant successes in sport last year:

- Globe Junior boys won the London NBA Championship
- Junior boys and girls achieved success – coming third and fourth respectively out of twelve schools
- Year 7 Indoor Athletics team won the Lee Valley Indoor Athletics Championship
- A group of athletes competed for Southwark in the London Schools Athletic championship and five of these were selected to represent the school at the National competition in Liverpool
- Our debating team took part in the Ethics Cup regionals and SSLP debating competitions

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
King's Scholars	King's college
Debating	Debate Mate
Maths support for high achievers	TalentEd
Tutoring for underachieving pupils	Tutor The Nation MyTutor UpLearn Tutoring to Thrive Tailored Tutors
Academic support for HPA pupils	The Access Project