



Pupil Premium Strategy 2019-2020

1. Pupil Premium Leads: Sam Colburn (Primary) & Una Sookun (Secondary)

2. School Context:

- The academy is located in an area of high social deprivation (80th percentile for deprivation)
- 66% of students are eligible for the Pupil Premium
- The academy was judged to be at least good in every category by Ofsted in October 2014 (with outstanding for leadership and management and the behaviour and safety of students).
- Ark Globe Academy opened in 2008 following the merger of Joseph Lancaster Primary and Geoffrey Chaucer Secondary. It is a transition school.

3. Strategy summary:

- Our key focus is to provide a high quality education to students that prepares all students 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 students through a curriculum that focuses on the academic, pastoral and cultural needs of students.
- At Ark Globe Academy, many students 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 students 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.

4. Summary information

School	Ark Globe Academy
Academic Year	2019/20

Total PP Budget	£797,000	Primary PP Budget	£312, 840 (£1,320 per student)	Secondary PP Budget	£483,395 (£935 per student)
Total number of students (Reception to Y11)	1150	Number of students eligible for PP	754 (66%)	Next Review	January 2020

5. Current attainment			
	PP Students	Non-PP Students	Whole Cohort
Primary:			
EYFS Good Level of Development (GLD)	71% (74%)	81% (92%)	77% (83%)
Phonics	96% (88%)	100% (84%)	98% (94%)
KS1 Reading, Writing, Maths Combined (RWM): Expected Standard	69% (75%)	88% (68%)	75% (72%)
KS2 Reading, Writing, Maths Combined (RWM): Expected Standard	90% (63%)	71% (87%)	85% (73%)
KS2 Progress in Reading	-0.6 (+0.1)	-1.0 (+0.6)	0.0 (+0.5)
KS2 Progress in Writing	-1.7 (-1.5)	-0.6 (+0.4)	-1.1 (-0.8)
KS2 Progress in Maths	-0.3 (+0.6)	+2.0 (+3.1)	+0.1 (+1.2)
Secondary:			
Grade 4+ in English and Maths	53% (65%)	69% (69%)	59% (67%)
Grade 5+ in English and Maths	31% (44%)	47% (52%)	37% (48%)
Progress 8	+0.23 (+0.31)	+0.74 (+0.51)	+0.42 (+0.39)
Attainment 8	42.2 (45.4)	51.2 (48.3)	45.8 (46.7)
6. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers			

A.	Literacy & oracy	
B.	Social and cultural awareness	
C.	Self-regulation	
D.	Staffing, resources and training	
Additional barriers		
D.	Attendance	
E.	Home life	
F.	Community engagement with school life	
G.	Community issues	
7. Intended outcomes		
Success criteria		
A.	An increase in the progress and attainment of PP students	Outcomes to be above national average at all phases.
B.	High level of attendance for PP students	At least 96% attendance for PP students
C.	Participation and engagement in school life	100% of PP students engaged in enrichment activities

8. Review of expenditure 2018-2019				
i. Quality of teaching for all				
Intended outcome	Action	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Reduce pupil-teacher ratio	Employment of additional and specialist teachers to reduce class sizes for	LPA students make the most progress.	Training of all teachers needs to take place around meeting the academic needs of students with more complex needs. ('We are all teachers of inclusion')	£60 000

	students with more complex needs.			
Assure internal data and identify gaps in pupil groups.	External testing	Key gaps in provision are known	Teachers and leaders need to use reading age and GL assessment data more widely when considering the needs of students.	£10 000
Close the provision gap	Intervention in holiday and after school.	PP students made positive progress.	Greater quality assurance needed of external providers and holiday intervention.	£50 000
A high quality curriculum is available to students	External curriculum resources and programmes.	Strong outcomes for all key stages	Although 'bought in' curriculums and resources are high quality, teachers needs to take ownership of these and adapt accordingly. Lesson design remains a priority.	£78 000
i. Targeted support				
Intended outcome	Action	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provision for students with complex needs	Alternative and additional provision is in place, as well as	More inclusive school environment. Improvement in student wellbeing. Increased attendance.	With the reduction in services outside of school, there is a need to review what the school can provide internally.	£215 000

	specialist services	Reduction in exclusion figure.		
ii. Other approaches				
Intended outcome	Action	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provision of enrichment and extra-curricular activities	Extended schools programme Enrichment Curriculum	There is an extra-curricular programme in place for the academy. All student in the secondary participated in Enrichment Days focused on culture, careers and community. In the Primary, all students participate in weekly enrichment sessions. By the end of KS3 all students have visited a university.	The provision of enrichment and extra-curricular activities is something we will continue. The tracking of involvement of students involved in non-compulsory enrichment/extra-curricular activities needs to be more thorough. A provision map, detailing the experience we guarantee all students needs to be implemented so that we can guarantee parity between students.	£62 500
Recognition and encouragement of participation in school life	Awards and Trips	There are a number of trips that occur throughout the school year. Attainment in subjects and achievements outside of the classroom are also recognised.	The celebration of student achievements and use of rewards is an essential feature of the school culture. Tracking of rewards needs to be more robust.	
9. Planned expenditure				

Academic year 2019/20**i. Quality of teaching for all**

Intended outcome	Action	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
Improve outcomes across all phases	Implement Great Teacher Rubric to ensure consistency in approach to evaluation and well-informed CPD. All staff to be coached. Invest in quality training for coaches to increase the impact and consistency of GTR. High quality CPD throughout the academic year. Exam board training for teachers new to KS4.	EEF research shows that the most important factor which affects academic outcomes is the quality of teaching they receive, particularly for students from disadvantaged backgrounds.	Moderation of teacher evaluations. Paired observations and LWs. Robust and rigorous assessment. Data analysis	LMA/USO SMC/SCO	Ongoing
Reduce pupil-teacher ratio and skill-up teachers to meet the needs of more complex students.	Employment of additional and specialist teachers and co-teachers to reduce class sizes for students with more complex needs and provide additional literacy/ numeracy.	Our model of having smaller classes for those with low-prior data has led to strong outcomes for students. However, there is a provision gap for SEND students.	Learning Walks SOL Audit Pupil Voice CPD around meeting the needs of those with AEN/SEN	LMA/WW H	01/20

		Strong progress in English and Maths.			
Provide additional teaching and intervention where there are gaps in attainment.	Holiday Intervention, in school intervention (including numeracy and literacy) and after school sessions.	Strong outcomes in subjects and historically positive impact of intervention.	Data analysis Quality assurance of intervention	USO	01/20
A high quality curriculum is available to students	External curriculum resources and programmes.	Strong outcomes for all key stages	Data analysis Learning Walks Curriculum Audit	USO	01/20
Total budgeted cost					£200 000
ii. Targeted support					
Intended outcome	Action	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
Provision for students with complex needs	Alternative and additional provision is in place, as well as specialist services	Reduction in services outside of school and support for families.	Exclusion data C Point/ G Point data Reduction in students being educated in alternative provision Quality assuring intervention/case studies Student voice	RBO	01/20
Total budgeted cost					£200 000
iii. Other approaches					

Intended outcome	Action	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
Provision of enrichment and extra-curricular activities	Extended schools programme Enrichment Curriculum	Need for increased social and cultural exposure.	Student Voice Quality assure enrichment offer Tracking of participation	JWA	01/20
Total budgeted cost					£100 000