



# Ark Globe Academy

## 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 Globe Academy |
| Number of pupils in school  | 803               |
| Proportion (%) of pupil premium eligible pupils   | 56%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | Y7 - Y11          |
| Date this statement was published   |                   |
| Date on which it will be reviewed   |                   |
| Statement authorised by   |                   |
| Pupil premium lead (Secondary)  | Matthew Simpson   |
| Governor / Trustee lead   | Patrick Voss      |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £499,465        |
| Recovery premium funding allocation this academic year                                 | £64,670         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£564,135</b> |

# 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. <b>Academic barriers</b>   | Literacy & Oracy                      |
|                               | Social and cultural awareness         |
|                               | Self-regulation                       |
|                               | Staffing, resources and training      |
| 2. <b>Additional barriers</b> | 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.

| <b>Intended outcome</b>                                 | <b>Success criteria</b>   |
|---|---|
| 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<br>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.<br>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 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.”   |                               |
| 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<br>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”<br><br>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<br><br>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                        | Adds an additional five months progress over the course of the year   | 1                             |

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

Budgeted cost: £ 62 500

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Provision of enrichment and extra-curricular activities | 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: £ 560,500**

## 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.

- **Reduce pupil-teacher ratio:**
  - LPA pupils continue to make the most progress.
  - The lockdown period also showed that greater support is needed in ensuring pupils are able to access materials at home.
  - All pupils have secured high quality destinations.
  
- **A high quality curriculum is available to pupils:**
  - We were able to continue this through the lockdown and were able to provide high quality teaching while in this period.
  - We did have 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 for pupils with complex needs:**
  - Our provision in lockdown was especially effective as shown through:
    - 1) High levels of engagement in online lessons: Tutor time was consistently attended by over 90% of pupils, while lessons similarly were regularly at 90% or above in all year groups.
    - 2) A higher proportion of vulnerable pupils attending school as we extended the group that was invited beyond CiN and CP. 164 were invited to attend and over 60% of these attended regularly.
    - 3) As a result, many vulnerable pupils were provided with onsite, face to face teaching in a calm and purposeful environment.
  
- **Provision of enrichment and extra-curricular activities:**

Despite the lockdown we had a great deal of success in this area.

  - A long jump facility was installed which shifted the focus culturally to sport and sporting excellence.
  - Large numbers tried out for and joined our Elite Players Programme (over 100), offered to years 7 to 9, which focused on sporting excellence, providing a whole new group of pupils with a path to success. 66 of those who participated in the trials were selected to continue with the programme.
  - In the Summer, having entered for the first time, we achieved national success in the English Schools Track and Field Cup, scoring the fifth highest score in the country.

- Made the final of the John Stuart Mills Cup debating competition
- Working with the design company Mirrorsmith, pupils contributed to creating a giant mural that now hangs on a large wall overlooking the playground, providing them with pride and a legacy to leave.

## 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*

| <b>Programme</b>                   | <b>Provider</b>    |
|------------------------------------|--------------------|
| King's Scholars                    | King's college     |
| Debating                           | Debate Mate        |
| Maths support for high achievers   | TalentEd           |
| Tutoring for underachieving pupils | Tutor The Nation   |
| Academic support for HPA pupils    | The Access Project |