



Pupil Premium Policy 2020/21

“At Ark Kings Academy, every student will make excellent progress, develop outstanding character and be successful in life, education and employment.”

Description	
The Principal of the academy	Roger Punton
The academic year	2020 – 2021
Acting Chair of Governors	Alastair Willcox
The Academy Name	Ark Kings Academy

POLICY INFORMATION

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020 – 2021	Roger Punton/ Caz Brasenell	Sean McCay/ Jamie Taylor		Alastair Willcox

Policy review dates

Review Date	Changes made	By whom
September 2020	Policy to be ratified: October 2020	Governors

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1 INTRODUCTION

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
 - special schools (for children with special educational needs or disabilities)
 - pupil referral units (PRUs - for children who can't go to a mainstream school)
- academies and free schools, including
 - special academies (for children with special educational needs or disabilities)
 - alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

2 FUNDING

Financial year 2020 - 21

In the 2020/2021 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:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £2,300 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

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

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,300 rate. Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

3 EVIDENCE OF WHAT WORKS

The Education Endowment Foundation has produced a [teaching and learning toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results

to share their achievements, strengths and experience with other schools.

4 PUPIL PREMIUM REVIEWS

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

- the academy trust
- the regional schools commissioner
- the Department for Education

5 ACCOUNTABILITY

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on [what must be published online](#) is available from the Ark Central Team.

6 PUPIL PREMIUM REPORTING

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

PERFORMANCE TABLES

School and college performance tables also report on the performance of disadvantaged pupils compared with their peers.

Annex 1a: Pupil premium strategy statement

Our key focus is to provide a high quality education to students that prepares every pupil for their next stage of education and ultimately for university and the world of work.

82% of our pupils are eligible for pupil premium funding, resulting in a whole cohort approach.

We focus our pupil premium funding on improving all aspects of provision for pupils.

We adopt a targeted and strategic approach to provide opportunities to address academic, pastoral and cultural gaps.

1. Summary information					
School	Ark Kings Academy (Primary Phase)				
Academic Year	2020/21	Total PP budget	£232,685.00	Date of most recent PP Review	n/a
Total number of pupils 223.00	To be updated January 2021	Number of pupils eligible for PP 173 (77.58%)	To be updated after October census	Date for next internal review of this strategy	January 2021

1. Summary information					
School	Ark Kings Academy (Secondary Phase)				
Academic Year	2020/21	Total PP budget	£433,570.00	Date of most recent PP Review	n/a
	To be updated January 2021	Number of pupils eligible for PP 454 (77.61%)		Date for next internal review of this strategy	January 2021

Attainment 2019/20 CAGs	<i>Ark Kings Academy-cohort of 88 pupils</i>		
	Awarded Grade	Pupil Premium	Non Pupil Premium
% 9 – 4 English	77%	75%	81%
% 9 – 4 Maths	74%	70%	81%
% 9 – 4 including English and Maths	68%	66%	74%
% 5+ 9-4 including English and Maths	67%	64%	74%
% 9 – 5 English	57%	51%	70%
% 9 – 5 Maths	41%	36%	52%
% 9 – 5 including English and Maths	39%	34%	48%
% 5+ 9-5 including English and Maths	39%	34%	48%
% 9 – 7 English	14%	10%	22%
% 9 – 7 Maths	15%	11%	22%
% 9 – 7 including English and Maths	5%	2%	11%
% 5+ 9-7 including English and Maths	3%	2%	7%

	Average Attainment		
	All	Pupil Premium	Non Pupil Premium
ELA	4.5	4.3	5.0
ENL	4.7	4.5	5.2
MA	4.5	4.3	5.0

CAGs for year 6 2019/20

RWM combined: ARE:19/28 pupils= 68% National average 65%
 GDS: 3/28 pupils = 11% National average 11%

Reading: ARE: 21/28 = 75% National average 73%
 GDS: 3/28 pupils = 11% National average 29%

Writing: ARE: 20/28 = 71% National average 78%
 GDS: 3/28 pupils = 11% National average 22%

Maths: ARE: 21/28 = 79% National average 79%
 GDS: 3/28 pupils = 11% National average 16%

Barriers to Future Attainment	
A.	Historically pupil premium students nationally achieve a lower level of attainment than non-pupil premium. We need to improve the attainment of our pupil premium students so that have the passport for further and then higher education.
B.	A considerable proportion of pupil premium students have reading ages lower than their chronological age. Reading, for some of our pupils, is not commonplace and is a barrier to accessing the curriculum.
C.	Ensure all pupil premium students leave the primary and secondary phase with the skills and qualifications to access the next level of their educational journey.
D.	Attendance rates for pupil premium students are lower than non -pupil premium students, with too many pupil premium pupils with persistent absence.
E.	Many pupil premium students lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education.
F.	Many pupil premium students do not have a balanced diet and do not regularly participate in physical exercise.
G.	Many pupil premium students do not have access to cultural experiences such as instrumental lessons outside of school and have low levels of confidence.
H.	A considerable proportion of pupil premium students choose to study at a level below or equal to their GCSE attainment when they enter post - 16 education.

<i>Desired outcomes</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Narrow the attainment gap between PP and non-PP students across the curriculum	<p>Pupils eligible for pupil premium funding will make better than expected progress by the end of year 11 so that a greater proportion of pupils attain a good pass at GCSE.</p> <p>Pass rates in English and Maths will be 68% 9 – 4 including English and Maths and 33% 9 – 5 including English and maths.</p> <p>Narrow the gap between pp (3.9) and non pp pupils and between national average for all pupils. (4.7)</p> <p>Pupil premium students in all year groups making or exceeding the progress of non-pupil premium pupils.</p> <p>63% of pupils achieve ARE in Reading, Writing and maths, including PP pupils.</p>
B	Improved reading attainment across the whole school	<p>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. Narrow the current gap between KS2 reading compared to writing and maths.</p>
C	Improved outcomes at primary phase across all year groups, especially in Year 6 to ensure secondary readiness	<p>63% of pupils achieve ARE in Reading, Writing and Maths, including PP pupils.</p>
D	Improved attendance rates and reduced persistent absence	<p>Reduce the number of persistent absentees among pupils eligible for PP to national average on each phase.</p> <p>Overall PP attendance improves to 95% in secondary and 96% in primary phase</p>
E	Improved character and personal development of students to ensure success in life, education and employment	<p>Increase the exposure of pupil premium students to aspirational experiences such as residentials, 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 reduced number of pupils regularly receiving negative logs for pupils eligible for PP.</p> <p>Reduced number of fixed term and permanent exclusions for pupils eligible for PP.</p>

F	Improved mental and physical well-being	Students enjoy school as evidenced through increased attendance, student voice, surveys and student culture and are seen and heard to be happy. There are improved levels of physical fitness, measured through participation in sports and extra-curricular opportunities such as Duke of Edinburgh. These are measured using baseline testing in PE lessons, which is moderated across the Ark network.
G	Access and exposure to cultural and social experiences that improve confidence	<p>Primary- specialist instrumental teaching from secondary music team</p> <p>Increased participation in musical ensembles within school including Band Musicianship and network wide events</p> <p>Increased attainment for pupil premium students in GCSE music and in KS3 music; measured through moderation of aligned assessment within the Ark network.</p> <p>Increased uptake for GCSE Music and for post 16.</p> <p>Pupils have a wider cultural experience</p>
H	Students access an improved quality of post-16 provision.	<p>Increased number of pupils studying at a level above their expected GCSE attainment.</p> <p>Increased number of pupils attending a good or better institution.</p>

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 implementation?
<p>A Narrow the attainment gap between PP and non-PP students across the curriculum</p>					
	<p>Increased leadership in the maths department (£10,000)</p>	<p>Create additional leadership capacity in the secondary maths team to develop teaching and learning</p>	<p>Complete weekly work scrutiny alongside pupils to ensure appropriate support and challenge</p> <p>Complete weekly planning scrutiny and feedback to teachers before lessons start for the week</p>	<p>MW</p>	<p>Ongoing review of impact</p>
	<p>Weekly release time and TLR payment for the Maths and English Subject Leads in the primary phase (£10,000)</p>	<p>Time is made available for primary leads to plan, implement and monitor standards</p>	<p>In school monitoring/ Ark monitoring/ daily walkthroughs to monitor the culture and ethos of the primary phase.</p> <p>Tracking of intervention sessions during pupil progress meetings</p> <p>Monitoring and evaluation cycle</p> <p>Daily walkthroughs, book sampling, data drops</p> <p>Line management meetings</p>	<p>JT</p>	<p>Weekly</p>

	Staff professional development time and purchase of appropriate resources (£30,000)	This will support all areas of the curriculum, and specifically to improve Reading.	Weekly learning walks of reading for pleasure lessons	CJ/ JT	
	Contribution to a longer school day in the secondary phase 29.5 hours taught per week (£42,000) Contribution to daily maths and English lessons by overstaffing the departments in secondary phase (£40,000)	Ability to develop depth before breadth without compromising the balanced curriculum offer, including English and maths teaching	Regular monitoring and evaluation of the quality of T, L and A Termly review of moderated assessment data. Daily walkthroughs	SLT	Termly and then summer outcomes in 2021
	Contribution to two HLTA salaries in the primary phase (£25,000)	Two HLTA to ensure pupils receive targeted intervention to accelerate progress	Daily walkthroughs and regular review of data	JT	Weekly

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 implementation?
B Improved reading attainment across the whole school					
	Leadership of school literacy strategy (£6,000 TLR)	Reading age improves access to the wider curriculum and will impact on attainment across all subjects.	Analysis of reading age and English attainment data for all pupils. Regular monitoring of provision through walkthroughs	CJ	Termly
	Network lead support to support Head of Literacy (£17,000)	Develop the teaching of literacy across the academy	SLT monitoring of lessons and review of data	CJ	Termly
	Contribution to daily reading for Pleasure sessions (£36,000)	Time for daily reading. Using an accredited scheme	Daily walkthrough of lessons	ELa	Termly
	Specialist literacy teaching: RWI tutoring, Fresh Start and corrective writing (£3,000)	Time for daily reading. Using an accredited scheme	Daily walkthrough of lessons	JT	Termly
	Contribution to teaching assistant deployed to work with lower ability pupils to improve reading in the primary and secondary phase (£20,000)	Individual support where needed	Line management of TAs and walkthroughs	CJ/ JT	Termly
	Purchase of appropriate texts in the primary phase (£1,000)	Pupils need exposure to rich texts and vocabulary in order to meet the expectations	Reading work scrutiny, including Pupil Voice	JT	Termly

	Purchase of appropriate texts in the secondary phase (£5,000)	of the National Curriculum assessments	PUMA, PIRA, NGRT and SATs assessments		
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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 implementation?
C Improved outcomes across all year groups					

	<p>Contribution to Maths/ English / Humanities graduate teaching assistants to work with targeted students in the secondary phase (£30,000)</p> <p>Action Tutoring engaged in both phases (£6,000)</p> <p>Overstaffing in English and maths in the secondary phase (as above)</p>	<p>To improve the 9-5 crossover threshold for pupil premium pupils in English and maths.</p> <p>In class support for targeted pupils. After school interventions every Tuesday</p> <p>To provide smaller teaching groups/ team teaching and targeted interventions</p>	<p>Regular monitoring and evaluation of teaching within the group through walkthroughs and observations. Data drops in autumn 2, spring 2</p> <p>Weekly monitoring of the Action Tutoring sessions</p> <p>Walkthroughs and review of data</p>	<p>MW/ CJ</p>	<p>Year 11 data drop in autumn 2, spring 1 and summer outcomes</p> <p>Year 6 half termly data drops</p>
	<p>Mastery curriculum in English, maths and geography in secondary phase (£8,000)</p> <p>Website subscriptions across the curriculum (£5,000)</p>	<p>Aligned curriculum using accredited resources</p>	<p>Line management</p>	<p>MW/ Ela/ JBr</p>	<p>Termly</p>
	<p>Headteacher and deputy headteachers teach daily intervention groups in year 6</p> <p>Before and after school targeted interventions</p> <p>Revision guides to support pupils through SATs / GCSE (£12,000)</p>	<p>Specialist teaching will ensure excellent subject knowledge so that pupils are appropriately supported and challenged</p> <p>Revision and intervention sessions will support pupils by consolidating learning and closing gaps. Pupils will feel well-</p>	<p>Monitoring and evaluation cycle</p> <p>Going for Gold meetings</p> <p>RWM work scrutiny, including Pupil Voice</p> <p>Year 11 data drops</p>	<p>CBr</p>	<p>Termly</p>

		prepared for national assessments.	In CAS, PIRA and SATs assessments		
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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 implementation?
D Improved attendance rates and reduced persistent absence					
	Data officer attendance (£30,000)	Accurate data to enable informed follow up	Attendance data is reviewed on a weekly basis in pastoral meetings.	SMC	The impact of the strategy is reviewed with the daily attendance, weekly, half

					termly, termly and yearly analysis.
	Contribution to 5 student support manager salaries in the secondary phase (£100,000) Contribution to 1 student support manager salary in the primary phase (£10,000)	Allows greater focus on attendance on a daily basis with first day calling and follow up with families and pupils. Pupils with SEMH needs require additional support to raise their self- esteem so they feel confident to access the curriculum and challenge themselves	Line management of the pastoral team.	SMC/ RB	Ongoing
	Ensure all pupils are able to come to school and attend with the correct uniform in the primary phase (£2,000) and to purchase a stock of spare uniform in the secondary phase (£2,000)	Removes some of the barriers that pupils/ families may face in improving attendance	Daily review of school uniform	RB/ JH	Ongoing
	All year 7 pupils are provided with a school uniform (£10,000)	Removes some of the barriers that pupils/ families may face in improving attendance	Daily review of school uniform	JH	Summer term
	Contribution to leasing school minibus for first day and safeguarding home visits. (£3000)	Allows capacity for longer term strategic intervention to support students and families struggling with attendance.	Daily collection of vulnerable/ target pupils	LC	Summer term
	Contribution to General Assistant salary to accompany on home visits (£8000)	Safeguarding of staff on home visits is paramount	Line management of member of staff to accompany home visits	RB	Termly

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 implementation?
E Improved character and personal development of students to ensure success in life, education and employment					

	Staffing to Introduce an hour per week “Learning for Life” curriculum in the secondary phase and resources for form time (£20,000)	Develop pupils’ cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently	Line management of the pastoral team and evaluating Compass lessons through walkthroughs.	RC	Termly
	Contribution to Student Support Manager salary in primary phase focusing on developing pupils’ self regulation (£20,000)	All pupils need to develop self-regulation skills and an understanding of the world around them in order to develop their personal, social and emotional skills	Attendance tracker and Spotlight records Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs) Pupil Voice and learning walks Pupil and Parent Voice, quality of RWM and non-core work, assessment data	RB	Termly
	Minibus lease (£5,000)	Transport to events is available	Line management	LC	Summer term
	Contribution to Enrichment budget (£20,000) Enrichment days/ extra curricular trips/ residentials / visitors to school/ DofE scheme and equipment.	We wish to raise aspirations by exposing our pupils to a wide range of enrichment activities. This in turn will impact on attainment and opportunities for personal development	Analyse the curriculum offer of Enrichment Days and impact through surveys and attendance data.	RC/RB	Summer term

	Alternative curriculum places at providers (£15,000)	To enable our most vulnerable pupils the opportunity to succeed in an appropriate educational setting for the needs of the individual.	Regular meeting with providers and pupils to review attendance, academic and behaviour progress	SMc	Half termly
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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 implementation?
F Improved mental and physical well-being					
	Contribution to School nurse salary and specialist equipment for the role (£15,000)	Provide specialist provision on site and to link effectively with outside agencies. This post	Daily line management	LC	Half termly

		enhances our provision in school			
	Place 2 Be (£20,000)	<p>Creates capacity to support students on a one-off basis with stress, anxiety or other mental health issues. On a longer-term basis allows students to have regular therapeutic counselling support. The appropriate support is not available in a timely manner for our pupils, from other agencies, and this is a barrier for a sizeable number of our students.</p> <p>Pupils' health and mental well-being will impact on their success in education and their ability to contribute to society</p>	<p>Review of Place2Be data.</p> <p>Review of attendance/exclusion data for our most vulnerable students.</p>	SMc/ RB	Termly June 2020 during the annual review
	Contribution to Two Student Support Managers in the secondary phase to work in child protection and inclusion group (£20,000)	<p>Additional capacity to support students to be prepared for learning and to engage positively in education and the range of opportunities available.</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>	Review of progress, attendance and behaviour data of vulnerable pupils	SMc/ RB	Half termly

	Speech and language specialist provision (£7,000) Educational Psychologist provision (£5,000)	To enable specialist support for pupils rather than wait for external agencies	Progress of individual pupils monitored	RB/ MB	Half termly
	Rewards (£5,000)	To develop a positive and aspirational culture with pupils through achievement assemblies, displays, trips and celebrating success	Termly	SMc	Half termly

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 implementation?
G Access and exposure to instrumental practice to improve confidence					

	Contribution to Band Musicianship tutors for year 7 and 8. (£10,000) Ark Music programme Purchase of specialist equipment to enhance the department. 16x Macbooks, sound and lighting equipment (£25,000)	Band musicianship develops individual and collective confidence through learning keyboards, vocals, drums and guitar, forming pupil bands and performing.	Line management of music department	PB	Summer 2021
	Contributions to engaging the Music Service and individual peripatetic lessons where appropriate. Purchase of musical instruments (£5,000)	Increased confidence in music will transfer to speaking and raising self-esteem.	Pupil participation in assemblies, Christmas and summer concerts	PB	Summer 2021
	Ark Music Gala (£1,000)	Pupils able to attend a high quality musical event		PB	Summer 2021

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 implementation?
H Students access an improved quality of post-16 provision.					
	On-site careers advisor twice a week and TLR for leadership of this area. (£10,000)	Enables all students to have one to one career guidance from a trained and impartial professional. Allows additional support	Review of destinations data & quality of college applications	RC	Destinations data for summer 2021. Review of careers provision in summer 2021

	Careers information and events (£3,000) Unifrog subscription (£2,000)	to be directed towards PP students and those at risk of becoming NEET.			
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