



Ark Pioneer Academy

Pupil premium strategy statement

School overview

Metric	Data
Pupils in school	535
Proportion of disadvantaged pupils	2020-21 35% 2021-22 33%
Pupil premium allocation this academic year	~£169,000
Academic year or years covered by statement	Review 2020-21 Strategy 2021-22
Publish date	September 2021
Review date	September 2022
Statement authorised by	Principal: Ms A Ryan
Pupil premium lead	Principal: Ms A Ryan
Governor lead	Chair of Governors; Dr C Barnes

Disadvantaged pupil performance overview for last academic year

	Ark Pioneer Academy (New start school – Internal Y7 & Y8 EoY data)	National PP (Disadvantaged)	National non-PP (Non-Disadvantaged)
Progress 8	No BL data for Y7 Y8: Prog 8 est PP: +1.07; Non-PP +1.09	-0.45 (2019)	
Attainment 8	Y7: Att 8 est PP 53.6; Non-PP 59.6 Y8: Att 8 est PP 52.5; Non-PP 62.5	36.7 (2019)	46.7 (2019)
Percentage of Grade 5+ in English and maths	Y7: PP 35%; Non-PP 48% Y8: PP 51%; Non-PP 75%	24.7 (2019 does not include any other subjects)	43.2 (2019 does not include any other subjects)
Ebacc entry	99% of pupils are working towards an Ebacc in Y7 & 8	27.5 (2019)	40.0 (2019)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+1	Summer 2 2022
Attainment 8	50	Summer 2 2022
Percentage of Grade 5+ in English and maths	45%	Summer 2 2022
Attendance	95%	Summer 2 2022
Ebacc entry	90% choose EBacc pathway	Summer 2 2022 – Y10 groupings

Teaching priorities for current academic year

Measure	Activity
<p>Priority 1: A core part of the academy's ethos and one of our six pillars is our offer of a rigorous academic curriculum. Pupils have a longer school day and pupils study English for 6 periods weekly and maths for 5 periods weekly. We also prioritise EBacc subjects, with HI, GG, MFL all at 3 periods per week.</p>	<ul style="list-style-type: none"> • Our school week is 5 hours longer than the standard school day, which equates to around 5 extra members of staff across the secondary that we recruit each year as we grow to full capacity. • All pupils have regular feedback in every subject from diagnostic assessments; subject specific targets for improvement are discussed with parents twice a year • Pupils are tracked three times annually and we expect PP pupils make at least nationally expected progress • We want to prioritise no gap between PP and non-PP academic progress across the subject range
<p>Priority 2: Pupils with greater needs are provided with the correct additional support allowing them to access and thrive across the curriculum</p>	<ul style="list-style-type: none"> • In terms of support for overall literacy and reading age, pupils have supplementary English lessons, Fresh-start phonics intervention and guided reading intervention • Where appropriate, pupils are allocated a mentor 1-1 or group mentoring sessions including emotional regulation to support personal development
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Recruitment of high-quality teaching staff • Building parent confidence to support their child in addressing targets for improvement in each subject
<p>Projected spending</p>	<p>£85,000</p>

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1: Many of our PP pupils do not have access to clubs and enrichment outside of school. This impacts on their ability to engage at the highest level with subjects such as music and PE. This should not be a barrier to achievement in these subjects and therefore we will provide support to ensure all pupils have access to high quality sports coaching and music tuition.</p>	<ul style="list-style-type: none"> • All pupils have access to high quality coaching/ tuition in music and PE & a high number of PP pupils have success in these subjects at KS3 and go on choose to pursue these subjects at GCSE and A-Level • Drama is an important subject in terms developing pupil voice, and in terms of the cultural value of the subject; theatre trips & any virtual workshops in their place will be subsidised for PP pupils • Art & design, sports and instrumental clubs will be free for all pupils (twice per week in enrichment, sports teams practice after school, band & choir practice at lunch and after school) • individual peripatetic lessons will be subsidised for pupils across a range of instruments on a termly basis (piano, drums, guitar, various strings, various brass) • We will support pupils with access to instruments where this is a barrier and practice rooms are available and supervised at break and lunch time for pupils to use
<p>Priority 2: Digital Strategy is successfully embedded to support independent learning,</p>	<ul style="list-style-type: none"> • Every pupil allocated a chromebook for use at home and inducted on how to use at home to aid learning and revision (where internet access is a barrier, this is supported with a device to access at home)

catch up and remote provision if necessary	<ul style="list-style-type: none"> • 'Pioneer Portal' platform allows pupils to access lesson content, additional resources and enrichment material to supplement their learning & SpArk resources promoted and participation celebrated in assemblies, on plasma and in parent communication to ensure pupils are encouraged to use the resources to support learning
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Any national measures addressing covid-19 that reduce pupil interaction/revert to bubbles that prevent access to sports and music • Ensuring SENSO support to safeguard pupil use of devices • IT skillset of pupils • Device breaking and speed of swap with new device to ensure consistent access • Internet access at home/dongles provided not strong enough connection
Projected spending	£35,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Our High Aspirations pillar provides pupils with information, advice and guidance on subject choices, further education, universities and careers as well as immersing pupils in opportunities to develop cultural capital and new passions and interests.	<ul style="list-style-type: none"> • Careers speakers are brought in for all pupils half termly, focussing on a range of industries and career routes. • Pupils either visit one university or will have a virtual visit/programme every year. The cost of travel will be free for PP pupils. All pupils will be able to share their aspirations and the vast majority will be considering university. In the long term, pupils will be better prepared for what university is, the demands and the benefits with the aim of supporting higher retention rates. • All PP pupils participate in two enrichment activities for 12 weeks each term over the course of the academic year. • Additional trips including subject specific trips will be subsidised for PP pupils. • Pupils are culturally literate and have a broad range of experiences of a number of careers. We expect this to have a long term impact on post 14 and 16 subject choices.
Priority 2: Healthy start to the day offered to all pupils	<ul style="list-style-type: none"> • Morning breakfast club where pupils can have cereal and toast and a healthy start to the day is free for all FSM pupils and subsidised for all children
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Any national measures addressing covid-19 that reduce pupil interaction/revert to bubbles that prevent mixing for enrichment, guest speakers coming on site, prevent trips and residentials • Pupils arriving before school to have breakfast on site
Projected spending	£50,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring a rigorous curriculum offer for all pupils (for extended school day/week) across KS3</p> <p>Recruitment of highly effective staff across the subject range offered is challenging</p>	<ol style="list-style-type: none"> 1. Middle leaders ensure teachers know the GCSE specification well and as a result the requirements for KS3 and this feeds into planning of the curriculum maps/MTPs, so that pupils are well prepared for the successful start to KS4. Subject maps are of high quality and reflect current middle leader thinking on sequencing and rationale for their subject. 2. Co-planning time is effectively used to facilitate teachers' intellectual preparation and to ensure high quality curriculum implementation across classes and year groups 3. Assessment including diagnostic, end of term and end of year provides reliable indicators of true pupil performance (using external moderation wherever possible), impacts on curriculum thinking and leads to effective reteach 4. Regular book reviews are used to evaluate the scholarliness of pupil work within and between classes, including picking up on any pupil errors 5. Review full recruitment cycle, including advertising, interviews and on-boarding process to ensure we use time and resources efficiently. 6. Explore networking opportunities through links with current staff, to recruit high quality candidates 7. Create new school video to ensure candidates are aware of who we are as a school
Targeted support	<p>Pupils/parents not aware of opportunities in sports, music & creative subjects</p> <p>Pupil IT skills are a barrier to accessing resources</p>	<ol style="list-style-type: none"> 1. Weekly email to parents with regular updates; parents invited to celebration assemblies & head of year communication shares successes of children in the arts at Pioneer 2. Clear expectations on how chromebooks are used regularly at home to aid learning and revision during Pupil Induction and revisited termly prior to all termly assessments 3. Process in place to follow up on misuse/inappropriate online activity
Wider strategies	<p>Pupils unable to access enrichment and careers/university opportunities in person</p>	<ol style="list-style-type: none"> 1. Parents made aware of the importance of trips in person to ensure all pupils attend 2. Virtual careers speakers and virtual university visits organised in the case of any measures in place to prevent trips and visits 3. Pupil participation in trips and visits celebration in parent communication, on the website and in assembly

Review: last year's aims and outcomes

Our key objective in using the Pupil Premium Grant last year was to narrow the gap between pupil groups, so that all pupils at our school made outstanding progress, and we have addressed the national trend that levels of attainment are lower for pupils who are eligible for the Pupil Premium grant.

Aim	Outcome
<p>Progress 8 - to narrow the gap between pupil groups</p>	<p>No BL data for Y7 Y8: Prog 8 est PP: +1.07; Non-PP +1.09 Target Met</p>
<p>Attainment 8 - dressed the national trend that levels of attainment are lower for pupils who are eligible for the Pupil Premium grant.</p>	<p>Y7: Att 8 est PP 53.6; Non-PP 59.6 Target Met with only half a grades difference (lower than national average of one grades difference) Y8: Att 8 est PP 52.5; Non-PP 62.5 Target not met – though progress is on par with non-PP pupils, PP attainment is about a grade lower</p>