



# Ark Pioneer Academy

## Pupil Premium Strategy Statement 2022-23

### School overview

| Metric                                      | Data                                                       |
|---------------------------------------------|------------------------------------------------------------|
| Pupils in school                            | 719                                                        |
| Proportion of disadvantaged pupils          | 2020-21 35%<br>2021-22 31.4%<br>2022-23 38.9% (280 pupils) |
| Pupil premium allocation this academic year | £985 per pupil<br>~£276,000                                |
| Academic year or years covered by statement | 09/21 - 09/24                                              |
| Publish date                                | Oct 2022                                                   |
| Review date                                 | Jan 23, April 23, Sept 23                                  |
| Statement authorised by                     | Principal: Ms A Ryan                                       |
| Pupil premium lead                          | Principal: Ms A Ryan                                       |
| Governor lead                               | Chair of Governors: Dr C Barnes                            |

### Funding Overview

| Detail                                                                                 | Amount                     |
|----------------------------------------------------------------------------------------|----------------------------|
| Pupil premium allocation this academic year                                            | £985 per pupil<br>~£275800 |
| Recovery premium allocation this academic year                                         | £985 per pupil<br>~£81,200 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                         |
| <b>Total funding for this academic year</b>                                            | <b>£357,000</b>            |

# Pupil premium strategy plan

## Statement of Intent

Every community deserves access to a standard of education that matches the very best state or private schools in the country. At Ark Pioneer, we work tirelessly to deliver that high standard of education and realise every pupil's potential to be a knowledgeable, articulate and successful individual. When pupils leave us, we want them to do so with real options: to go onto the best universities and apprenticeship courses in the country or embark on the career path of their choice. In order to achieve this vision for our young people, our school is built on six pillars, which are present in all aspects of our practice, setting our long-term vision and driving day-to-day decision making.

**High Aspirations:** Pupils at Ark Pioneer understand the opportunities that education gives them, experiencing the world of university, apprenticeships and careers and enjoying timetabled enrichment, extra-curricular activities from year 7 onwards

**Rigorous Academic Curriculum:** Our curriculum offer (planned backwards from university readiness) provides every pupil with a solid foundation for further study and preparation for university and supports all pupils to catch up and succeed

**Excellent Teaching:** Our teachers are curriculum experts and have high expectations of every child, fostering a curiosity for learning and passion for each subject discipline

**Self Discipline:** Our school environment is calm, respectful and focussed on learning., teaching self-discipline and developing a sense of responsibility in all of our pupils

**Instilling Values:** We build on every child's character and habits to support their academic and personal development throughout school, giving them the best chance of success

**Quality Training:** We are a community of professionals who strive for excellent practice and constant improvement through training, coaching, mentoring and collaborative work

Our Pupil Premium Strategy is focussed on ensuring we make strategic decisions that can deliver success in our curriculum for every child, appropriate academic catch-up, support with personal development and build high aspirations in every child

## Challenges

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

|   |                                                                                                                                                                                                                                                                                                                                                                               |
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| 1 | Transition visits, Primary liaison and conversations with pupils show disadvantaged pupils often have poorly embedded <b>habits of study at home</b> and as a result have gaps in their learning when they come to secondary school and during the education provision through the pandemic. We also identified barriers in parental confidence in supporting pupils at home. |
| 2 | On entry into our school, half of our disadvantaged pupils have <b>below chronological reading age</b> and KS2 English results (versus 30% overall) that are below secondary ready. This has implications for their success across the curriculum                                                                                                                             |

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| 3 | Our transitions visits and through Primary liaison, we know there is a varied experience of disadvantaged pupils in <b>extra-curricular activities</b> including trips, visits, enrichments, university and careers leaving pupils with a deficit in cultural capital and a lack of personal development in comparison to peers                                                                                                                                                            |
| 4 | Disadvantaged pupils have attendance below our school average and below our <b>attendance targets</b> . We know we need to turn around habits that have become entrenched in particular over the period of the pandemic, working closely with hard-to-reach parents to support them in supporting their child.                                                                                                                                                                             |
| 5 | Our data on <b>mental health and wellbeing</b> including through pupil and parent voice (surveys and focus groups), pastoral and safeguarding referrals (by school staff) indicates social and emotional issues for many pupils, including worries and anxiety, depression and lack of confidence in themselves. We know this is driven by the effects of lost learning, enrichment opportunities and personal development during the pandemic, most heavily felt by disadvantaged pupils. |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Closing the gap in attainment</b> between disadvantaged pupils' attainment and their peers to ensure that pupils are achieving success in KS4 linking to readiness for the next key stage for all pupils | By the end of the 2023/24 academic year (first GCSE cohort) % of disadvantaged pupils <ul style="list-style-type: none"> <li>• Securing a 4+ in English and Maths 80%+ &lt;5% difference in attainment with non-PP</li> <li>• Attainment 8 score 5 or above, which is higher than non-PP nationally</li> <li>• &lt; 0.5 grades difference with non-PP</li> <li>• Progress on par (or better) than peers at +1</li> </ul>                                                                                                                                       |
| Improve the <b>reading comprehension</b> of disadvantaged students across Key Stage 3                                                                                                                       | Through tracking of NGRT reading tests: <ul style="list-style-type: none"> <li>• ensure that all pupils receiving intervention (whose reading age is 2 years or more below chronological age) making 15months + progress in a year</li> <li>• by the end of the 2023/24 academic year 90% of disadvantaged students at the end of Year 9 who entered in Year 7 have a reading age at least in-line with chronological age</li> <li>• Each academic year, we expect disadvantaged pupil progress to be an average of 12 months or above (Y7, Y8, Y9)</li> </ul> |
| <b>Improve the attendance</b> of disadvantaged pupils in year 10 in order that it is in-line with the overall academy target and to have <b>reduced persistently absent</b> disadvantaged pupils            | By the end of the 2023/24 academic year attendance of disadvantaged pupils in year 10 (at that point they will be year 11) to be sustained at <ul style="list-style-type: none"> <li>• 96% attendance overall</li> <li>• Persistent absence &lt; 10%</li> </ul>                                                                                                                                                                                                                                                                                                |



## Activity this academic year

### Teaching priorities for current academic year

Budgeted cost: **£168,000**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| <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"> <li>• 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.</li> <li>• We build on Mastery programmes of learning in core subjects ensuring that pupils develop deep understanding and competence in each topic</li> <li>• All pupils have regular feedback in every subject from diagnostic assessments; subject specific targets for improvement are discussed with parents twice a year (alongside measures for behaviour and attendance)</li> <li>• Pupils are tracked three times annually and we expect PP pupils make at least nationally expected progress, which they have done in the three years since we opened</li> </ul> | <p>Average impact of extending the school day is ~ additional 2 months' progress in a year (<a href="#">EEF</a>) however this data reflects a variety of extended programmes not necessarily a longer school day with class teacher; a key factor is securing engagement which we have from all pupils and parents</p> <p><a href="#">Mastery learning is high impact</a> (through <sup>w</sup>ith limited evidence so far)</p> | <p>1, 2, 4</p>                |
| <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"> <li>• We test pupils twice a year on NGRT standardised tests &amp; three times a year for those receiving intervention for reading ages 2 years or more below chronological age</li> <li>• In terms of support for overall literacy and reading age, pupils have supplementary English lessons, Fresh-start phonics intervention, Lexia support and guided reading intervention</li> <li>• Where appropriate, pupils are allocated a mentor 1-1 or group mentoring sessions including emotional regulation to support personal development</li> <li>• Pupils are allocated Academic Tutoring and HW club to support after the school day 4-4:45pm as well as lunch clubs/morning support to help with independent learning and catch up</li> </ul>                                                                                                                                                                                                   | <p>Standardised tests provide reliable insights into each pupil</p> <p>We are using <a href="#">re-search based intervention</a> Read Write Inc and Lexia programmes</p>                                                                                                                                                                                                                                                        | <p>1, 2, 5</p>                |

## Targeted academic support for current academic year

Budgeted cost: **£60,000**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
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| <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"> <li>• All pupils have access to high quality coaching/ tuition in music and PE &amp; 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</li> <li>• Drama is an important subject in terms developing pupil voice, and in terms of the cultural value of the subject; theatre trips &amp; any virtual workshops in their place will be subsidised for PP pupils e.g. Frantic Assembly &amp; The Old Vic Eureka Day</li> <li>• We expose pupils to a carousel of activities during the school day in year 7 and 8 exposing them to rich and varied enrichments spanning the arts to support pupils in broadening their horizons should they have not experienced them in education/wider life to date (note these are usually optional extra-curricular activities, at Pioneer they are embedded in our timetable and longer school day)</li> <li>• Art &amp; design, sports and instrumental clubs will be free for all pupils (twice per week in enrichment, sports teams practice after school, orchestra, band &amp; choir practice at lunch and after school, art, DT &amp; Chess clubs at lunch, supplementary school musical production &amp; Shakespeare play practice after school)</li> <li>• individual peripatetic lessons are subsidised for pupils across a range of instruments on a termly basis (piano, drums, guitar, various strings, various brass).</li> </ul> <p>We 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> | <p>There is a <a href="#">huge disparity</a> in the provision of extra curricular enrichments: University of Bath research (2019), found that children who do participate in extra-curricular activities gain confidence and build up their social skills; we are levelling the playing field by ensuring all pupils can access enrichment timetabled</p> <p><a href="#">Arts participation</a> shows moderate impact for low cost</p> | <p>1, 3, 4, 5</p>             |

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| <p>Priority 2: Digital Strategy is successfully embedded to support independent learning, catch up and remote provision if necessary</p> <ul style="list-style-type: none"> <li>• Every pupil is 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; where extra time is required to support pupils/parents to become familiar with device or troubleshoot, we arrange staffing for this)</li> <li>• ‘Pioneer Portal’ platform allows pupils to access lesson content, additional resources and enrichment material to supplement their learning &amp; 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 (including subject specific platforms such as Century Tech, which we fund for all pupils)</li> <li>• We run parent workshops &amp; webinars on safety online and reach out to parents on how to best protect and benefit from online learning</li> <li>• We will provide a charging bay for PP pupils to bring their chromebook to charge at school once per week from November on so they can work independently at home without electricity costs</li> </ul> | <p><a href="#">Using digital Technology to improve learning</a> (EEF, 2019)<br/>Most applications show a positive overall effect of technology use; our application is to use Digital Technology to enhance learning at home where evidence is more limited but it would follow that this adds more time to learning, ensuring pupils make further progress.</p> | <p>1, 4, 5</p> |
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### Wider strategies for current academic year

Budgeted cost: **£132,000**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                    | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>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.</p> <ul style="list-style-type: none"> <li>• Careers speakers are brought in / arranged virtually for all pupils half termly, focussing on a range of industries and career routes.</li> <li>• Pupils either visit one university or have a virtual visit/programme every year. The cost of travel is 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.</li> </ul> | <p>We know that Sutton Trust Analysis (2018) demonstrates a clear link between wider participation in activities that develop key life skills such as team work and articulacy and access to top-third universities</p> | <p>3, 4, 5</p>                |



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| <ul style="list-style-type: none"> <li>• All PP pupils participate in two enrichment activities for 12 weeks each term over the course of the academic year.</li> <li>• Additional trips including subject specific trips will be subsidised for PP pupils.</li> <li>• 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. So far we can see that take up of the EBacc pathway is high including for PP pupils</li> <li>• We run a Summer Camp Day of Fun for new Y6 pupils where they have a day of orientation, games, competitions and enrichments at their new secondary school before joining</li> </ul>   |                                                                         |             |
| <p>Priority 2: Health &amp; wellbeing prioritised including healthy start to the day offered to all pupils &amp; mental health and wellbeing provision</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We subsidise break for pupils where we feel there is a further family need</li> <li>• Place2Be onsite counsellor 3 days per week, part funded to ensure as much provision for mental health support</li> <li>• In house mentoring for social and emotional wellbeing after school eg Peer Mentoring coordination and Tea and Talk with lead mentor</li> </ul> | <p>We know children need basic needs met to be successful in school</p> | <p>4, 5</p> |

**Total budgeted cost: £359000**



## 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. This academic year marked the end of year 1 of our 3 year strategy. We can see there is progress in a number of key areas, in particular looking at progress measures for academic achievement and alongside this, looking at the gap in attainment measures between pupil premium pupils and their peers. This we know is as a result of the measures above set out in the activities and priorities.

Disadvantaged pupil performance overview for last academic year is set out below:

|                                                                                                                                               | <b>Ark Pioneer Academy<br/>(New start school – Internal<br/>Y7, Y8, Y9 End of Year data<br/>2021-22)</b>                                                                                                                                                                    | <b>National PP<br/>(Disadvantaged)</b><br>– will be updated<br>when national<br>figures come out<br>for '21 | <b>National non-PP<br/>(Non-<br/>Disadvantaged)</b> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--|
| <b>Progress 8 -</b> to narrow the gap between pupil groups                                                                                    | No BL data for Y7, Y8<br><br>Y9: Prog 8 est <b>PP: +1.2; Non-PP +1.3</b><br><br><i>Year 9 is the only year group with progress data. Every subject's P8 is positive showing pupils making good progress. PS estimated score indicates strong progress on par with peers</i> | -0.45 (2019)                                                                                                | +0.13 (2019)                                        |  |
| <b>Attainment 8 -</b> Address the national trend that levels of attainment are lower for pupils who are eligible for the Pupil Premium grant. | Y7: Att 8 est PP 49.5; Non-PP 61.7<br><br>Y8: Att 8 est PP 56.2; Non-PP 63.0<br><br>Y9: Att 8 est PP 55.6; Non-PP 63.0                                                                                                                                                      | 36.7 (2019)                                                                                                 | 46.7 (2019)                                         |  |

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| <p><b>Percentage of Grade 5+ in English and maths</b></p> <p>Address the national trend that levels of attainment are lower for pupils who are eligible for the Pupil Premium grant</p> | <p>Y7: PP 29%; Non-PP 56%<br/>Y8: PP 49%; Non-PP 66%<br/>Y9: PP 50%; Non-PP 66%</p>                                                                                                                                                                                                                                                                                                                                          | <p>24.7 (2019 does not include any other subjects)</p> | <p>43.2 (2019 does not include any other subjects)</p> |
| <p><b>Ebacc entry</b></p> <p>Address the national trend that levels of take up are lower for pupils who are eligible for the Pupil Premium grant</p>                                    | <p>Y10 84% of PP pupils are working towards an Ebacc overall;<br/>82% Non PP studying EBacc<br/>87% PP studying Ebacc</p> <p><i>This was a process where pupils chose their own pathway. We have designed KS3 to ensure there is success across the EBacc due to time spent (facilitated by our longer school day) so every child feel like they have a real choice. The uptake indicates the work is showing gains.</i></p> | <p>27.5 (2019)</p>                                     | <p>40.0 (2019)</p>                                     |