

# Pupil premium strategy statement 2022/23

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This statement details our school's use of pupil premium 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	Arena Academy
Number of pupils in school	1100
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	16 <sup>th</sup> September
Date on which it will be reviewed by	31 <sup>st</sup> August 2023
Statement authorised by	
Pupil premium lead	Susan Wain
Governor / Trustee lead	V. Oliver-Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337 855
Recovery premium funding allocation this academic year	£ to be determined
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£337 855</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Arena Academy we aim to deliver high quality education which enables every student to access any support and/or interventions that are available in order for them to open the doors to University, Apprenticeships or Employment.

Our rationale is to use funding to support students in order break down any barriers to educational achievement. Our strategy below highlights our current challenges and identifies actions that we will take to address these. We draw on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We use the Pupil Premium funding to focus on supporting our disadvantaged students to achieve the highest levels.

The key principle of our strategy is that we do not allow disadvantage to affect the entitlement our students have to a first-class education.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students often start at lower levels of academic achievement than non-disadvantaged student. Therefore the attainment gap is often in place prior to their arrival at Arena Academy based on their KS2 results. Disadvantaged students, from lower starting points, can mean some students 'playing catch-up' from Year 7.
2	The behaviour of some disadvantaged students sometimes results in low-level disruption, disengagement from their learning, Disadvantaged students are more at risk of exclusion and being placed on AP placements than non-disadvantaged students.
3	Attendance of disadvantaged students is lower than non-disadvantaged students,
4	Pupil Premium students often have lower aspirations, may be the first generation University graduates, and not have family role models who have been in higher education or higher level apprenticeships.
5	Disadvantaged students often do not have the resources or equipment to support their studies; including having the funds to participate in wider opportunities, educational visits which contribute to a students' cultural capital.
6.	Levels of reading skills can be lower amongst disadvantaged students as they often do not have access to reading materials, language skills
7	Many disadvantaged students do not have access to the support which may be required for their mental and physical well-being.

## 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
Progress 8 score for disadvantaged students continues to be above national average through students being supported by tutoring programmes, required revision resources and materials, and access to appropriate support.	August 2022 was -0.29 (above national average), target for August 2023 to be at <b>least -0.15</b> improvement on this score and be a positive progress score by 2023/4 Progress 8 scores of Ebac subjects (SC, HI, GG) to be in line with other subjects.
Assessments for students in Years 7 – 10 to show an increased number of students at secure level.  7-9 emerging in Ebac subjects	Number of disadvantaged students to achieve 'secure' results to increase by 10% in each year group to close the gap between disadvantaged and non-disadvantaged students – in SC, HI and GG.
Reduction in the number of disadvantaged being excluded or placed on AP Year 11 2022 – 7 students Currently 2 students in Year 11	The percentage of disadvantaged students on a fixed term exclusion, managed move or alternative provision placement to be in line with non-disadvantaged students.
All disadvantaged students obtain a post-16 position for September 2023. Aspirations of students are raised, and they are more knowledgeable about post-18 opportunities.	There are no disadvantaged NEETs, all disadvantaged students are in full-time education, apprenticeship or employment in September 2023 All KS4 disadvantaged students have the experience of visiting a higher education institution, and are more knowledgeable in regard to Higher Level Apprenticeships.
There is an increased participation rate from disadvantaged students in enrichment activities both within school and external opportunities. Students cultural capital is enhanced through their involvement in these activities.	All disadvantaged participate in at least one external visit; interventions, and an enrichment activity each academic year. At least 30% of the following to be PP students: a) Leadership teams b) CORE Us c) CORE LoT d) Cadets e) Sports Teams f) Duke of Edinburgh
Reading ages of disadvantaged students to be in line with non-disadvantaged students. Current data for Year 7	85% of disadvantaged students to be at, or above, their chronological reading age. All disadvantaged students to have accessed the library at least once every month, with the vast majority visiting at least once per two weeks.  All disadvantaged students accessing the Reading Plus scheme every week, with the weakest readers participating in the Ruth Miskin Fresh Start and Lexia each week.

	PP	No	Be-low	At	Above
	75	2	23	35	15
PP %	100%	2.7%	30.7%	46.7%	20.0%
Year Group	240	8	48	112	72

Year Group	100%	3.3%	20.0%	46.7%	30.0%	
Behaviour of students is significantly improved				20% reduction in the number of break/lunch behaviour incidents of PP students Number of reflections is reduced by 25% for PP students for behaviour incidents.		
Attendance of disadvantaged students is above national average. The number of school refusers to be reduced significantly.				Improvement in attendance of disadvantaged students - to be in line with national averages. Number of disadvantaged students who are long term absentees to be reduced by at least 20%. The number of school refusers to be reduced by 50%		
Students have access to any mental health and well-being resources they require.				All disadvantaged students have access to a mental health counsellor. All disadvantaged students are offered breakfast each morning.		

## 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: **£35 750**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed	Responsible
GL Assessments to provide analysis on PASS, NGRT, Core Subjects and CATS	£5000	Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges e.g. mental health This is done through the PASS survey. <a href="https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders">Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</a>	1.2.3.4.7	SWA/SAF
Class Charts which includes a reporting to parents tool, which enables staff to both reward and sanction students; spot patterns and trends and identify groups of students who are at risk of underachieving.	£250		1.2.3.	KGU
Online Resources – GCSE Pod/Kerboodle etc to enable staff to set appropriate tasks for students to develop their independent learning skills.	£5000	EEF (2020) identifies that a tiered approach will be successful. Tiering the resources and activities to encourage students to participate in revision independently, i.e., targeted revision sessions, GCSE Pod, providing resources will encourage students to 'own' their learning outside of class.	1.5.6	SWA/SAF
Reading Support – Reading Plus/Ruth Miskin/Lexia	£7300	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy, and gives them an insight into the world view of others (The Reading Agency 2015).	1.5.6	KWH/MKH
SEND support inc Twinkl, - enables Teaching staff and Teaching Assistants	£1000	EEF Special Educational Needs in mainstream Guidance Report & EEF	1.2.6	KWH

to use resources specific to the LSPs		PP (2020) highlights the effectiveness for tiered approach		
CORE Dace Cross Trust CPD to enable staff across the four schools to share ideas and strategies.	£4000		1.2.4.6.7.	KCU
Behaviour Support Services (VA) – CPD and advice/support for all staff on developing the behaviour and positive culture of all students	£12000	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	2.3.7.	CKI/KGU
PIXL – CPD, which outlines proven school improvement strategies which can be implemented to raise academic achievement and ‘close the gap’.	£1200		1.2.	SWA/SAF

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 109,650**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed	Responsible
Instruments and Peripatetic Music tuition which enables PP students access to tuition and develop their music skills	£9000	Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds.(Social Mobility Commission)	1.5	RCA/LFR
Library Costs – to develop the reading skills of students across all years and develop a culture of the love of reading.	£10000	Reading increases a person's understanding of their own identity, improves empathy, and gives them an insight into the world view of others (The Reading Agency 2015).	1.5.6.	Craig Robinson
Mathletics/CORE Speaks out – a cross Trust strategy for students to work collaboratively.	£150	Benefit of competitive mathematics as evidenced here : <a href="https://www.stem.org.uk/resources/collection/3365/mathematical-challenges-ukmt">https://www.stem.org.uk/resources/collection/3365/mathematical-challenges-ukmt</a>	1.	PGO/SFE
School Imp Activities including providing resources for students, revision	£7500	The Government Pupil Premium publication states “The <b>pupil premium</b> grant is <b>designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve</b> ”	1.2.4.5	SWA

materials, external speakers, evening tutoring by Arena staff,				
Academic Tutors x 4 Maths, Science, Hist/Geog and MFL – to raise attainment in Ebac subjects (the lowest performing P8 group GCSE summer 2022.	£60000	Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1.	SWA/SAF

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

Budgeted cost: **£163 450**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed	Responsible
Echo Eternal a cross trust initiative which enables students to work collaboratively, widen their horizons and become knowledgeable about global issues	£13000		4.5.	GSK
CORE Us – enables students to be part of a choir, widen their horizons by performing at venues including the Birmingham Conservatoire	£1500	<p>'The EEF report (2020) states that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education, and that participation in arts can gain +3 months</p> <p>Character Education in School - The <i>Character Education in UK Schools</i> report was launched by Professor Sir Anthony Seldon, (this particularly supports Theatre and Choir as developing strong character)</p> <p><a href="https://www.jubileecentre.ac.uk/1571/projects/character-education-research/character-education-in-uk-schools">https://www.jubileecentre.ac.uk/1571/projects/character-education-research/character-education-in-uk-schools</a></p>	4.5.	RCA
CORE LoT – enables students to develop their leadership skills in collaboration with	£1400		4.5.	CKI



students from other CORE schools.				
Cadets – a programme which develops self-esteem, independent skills, teamwork, and collaboration.	£17000	University of Northampton research demonstrates an increase cultural capital and engagement in activities such as CCF. EEF Toolkit - +4 months for outdoor adventure learning.	2.4.5.	RSI
Duke of Edinburgh Award – enables students to access	£5000	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	2.4.5.	RSI
Trips/Visits – enables PP students to participate in visits/trips and widen their horizons, including visits to Higher Education institutions.	£10000	Durham Commission on Creativity and Education (the importance of supporting creative and cultural education for YP, particularly supporting disadvantaged young people)  <a href="https://www.dur.ac.uk/creativitycommission/">https://www.dur.ac.uk/creativitycommission/</a>  DfE Report 'An Unequal Playing field', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background.	3.4.5.	SWA/KCU
CORE Sports – contributes to the Health and Fitness of PP students	£1500	Ensuring disadvantaged students have access to ensure physical wellbeing during several points of the school day  <a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a>	4.5.	SLN
Alternative Provision- provides continuing education for students at risk of permanent exclusion	£42000		2.	CKI/KGU
Vote for Schools – enables students to be aware of democracy at all levels	£550		4.	DH
Uniform/PE kit – to support families who are unable to fund PE kit, ensuring that no child feels 'different' due to not having	£1500	gov.uk signposts parents to ask local councils/schools directly for support with school uniform.  BCC (website) also states that schools should also offer arrangements so that no family feels unable to apply for a place because of the cost of uniform	5.	KGU

the correct uniform/PE kit				
External speakers for PHSE – to increase the engagement and motivation of students in personal development lessons	£2000	‘Social class has been found to be strongly associated with educational achievement.’ Optimus (2018). Motivational and aspirational speakers from a diverse range of backgrounds will be engaged to overcome this.	2.4.7.	CKI
Year Coordinators – to support students with low attendance and /or behaviour issues. Disadvantaged students are more at risk of exclusion and AP	£48000	EEF Teaching and Learning toolkit states that behaviour interventions and parental engagement are both effective strategies with moderate impact. (EEF online) +3months progress	2.3.7.	CKI/KGU
Mental Health & Well-being Counsellors – to provide support for students who are struggling with mental health issues; school refusers; and any other psychological or physical health needs.	£20000	Department of Health Guidance on ‘Future in Mind’ - promoting, protecting and improving our children and young people’s mental health and well being	1.2.3.4.7	CKI

**Total budgeted cost: £ 337 855**

## Part B: Review of outcomes in the previous academic year (2022-23)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Some key data can be found in the table below:

	Disadvantaged students	Non-disadvantaged students	Gap	National Av. (Disadvantaged students)	National Av. (Non-disadvantaged students)	Gap
Cohort size	29.6% (53 students)	70.4% (126 students)	N/A	29.5%	70.5%	N/A
Actual GCSE Progress Score	-0.51	-0.12	-0.39	-0.41	0.18	-0.59
Achieving 9-7 Eng & Maths	9.4%	7.9%	+1.5	6.6%	14.9%	-8.3
Achieving 9-5 Eng & Maths	24.5%	41.3%	-16.8	29.3%	51.1%	-21.8
Achieving 9-5 Eng	41.5%	69%	-27.5	45.6%	67.1%	-21.5
Achieving 9-5 Maths	28.3%	43.7%	-15.4	34.7%	57%	-22.3
Achieving 9-4 Eng & Maths	43.4%	63.5%	-20.1	49%	72.3%	-23.3
Achieving 9-4 Eng	64.2%	81.7%	-17.5	62.1%	81.6%	-19.5
Achieving 9-4 Maths	50.9%	67.5%	-16.6	55.4%	77.2%	-21.8
Students achieving 5 Standard Passes inc Eng + Ma	35.8%	56.3%	-20.5	43.9%	67.8%	-23.9
Students achieving 5 STRONG Passes inc Eng + Ma	20.8%	34.1%	-13.3	26.3%	47.6%	-21.3
Av. Ebacc Attainment 8 Grade	3.52	4.18	-0.66	3.61	4.84	-1.23
22-23 Y11 Attendance	90.4%	93%	-2.6	82.9%	91.4%	-8.5

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

	2017-2018 (Exams)	2018-2019 (Exams)	2019-2020 (CAGs)	2020-2021 (TAGs)	2021-2022 (Exams)	2022-2023 (Exams)	2019 to 2023 comparison	
Progress 8	-0.04	-0.32	0.05	0.41	-0.31	-0.21	↑	0.11
Attainment 8	44.1	44.48	48.35	46.5	47.4	45.27	↑	0.79
Basics EN&MA 5+	31%	38%	43%	46%	47%	36%	↓	-2%
Basics EN&MA 4+	52%	64%	69%	69%	72%	56%	↓	-8%
Ebacc Avg point Score	3.6	3.78	4.13	3.97	3.88	3.79	↑	0.01
Ebacc eligible %	24%	31%	36%	38%	14%	68%	↑	0.37
P8 Disad Y	-0.24	-0.49	0.06	0.29	-0.3	-0.49	same	0
P8 Disad N	0.1	-0.21	0.04	0.45	-0.35	-0.1	↑	0.11

The data demonstrates that although disadvantaged students are still achieving a lower P8 score and fewer disadvantaged students are achieving a grade 9-5 in Eng & Maths. However, relative to their peers and the % of disadvantaged students achieving a grade 9-7 in Eng & Maths is higher than their peers.

The % of disadvantage students achieving a Strong Pass (Grade 5) remains stubbornly lower than their peers and also below the national average for disadvantaged students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the attendance of disadvantaged students was significantly above the national average, however, its still lower than their peers within the Academy.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the focus on strategies to improve attendance is having a positive impact, however, a greater emphasis on quality first teaching that supports and challenges all students particularly high prior attaining disadvantaged students would be more effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*