

Pupil premium strategy statement 2023/2024

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 - it is the third year of our strategy.

School overview

Detail	Data
School name	Arena Academy
Number of pupils in school	800
Proportion (%) of pupil premium eligible pupils	Year 7: 44% (78 students) Year 8: 36% (84 students) Year 8: 35% (75 students) Year 8: 40% (85 students) Year 8: 35% (82 students) Overall: 36% (416 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 (33%) 2022-23 (30%) 2023-24 (36%) Projected: 2024-25 (40%)
Date this statement was published	28 th September
Date on which it will be reviewed by	31 st August 2024
Statement authorised by	
Pupil premium lead	Sabir Afzal
Governor / Trustee lead	Susan Wain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,208
Recovery premium funding allocation this academic year	£87,844
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£481,053

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 for them to open the doors to University, Apprenticeships or Employment. This is the third year of our 3-year plan.

Our pupil premium strategy plan supports the implementation of our academy mission statement and curriculum aims, ensuring that for those students whose learning is vulnerable have barriers removed so that they can prosper onto the next stage of their academic journey and future careers and lives.

The aims of our curriculum are to:

- Be broad and balanced.
- Unashamedly challenge all learners regardless of ability/starting point
- Provide a coherently planned sequence and structure in each subject that will enable students to build their knowledge and skills over time.
- Develop cultural capital across a wide range of context and experiences.
- Prepare our students for the next stage in their academic journey.

Our rationale is to use funding to support students in order break down any barriers to educational achievement. Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research conducted by the EEF, that has identified the common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

The key principles of our strategy are:

- Inclusive high-quality teaching and effective assessment meets the needs of all pupils
- Improving levels of literacy
- Raising attendance
- Improving engagement levels academically
- Increasing access to cultural capital opportunities
- All children have access to the same extra-curricular activities.
- Utilising the National Tutoring programme and school-led tutoring grant to offer small group and/or 1 to 1 tuition to address gaps created during the COVID pandemic.
- SEMH support
- All activities to be supported by evidence-based research to ensure all of our approached have maximum impact.

Arena Academy has 36% (416) of children identified as disadvantaged. This is above the West Midlands figure of 27.8% and the national figure of 22.7% for Secondary schools.

2022-23 Outcome Metrics

	Foci	Disadvantaged students	Non-disadvantaged students	Gap	National Av. (Disadvantaged students)	National Av. (Non-disadvantaged students)	Gap
Y8 (22-23)	Cohort size	28.6% (53 students)	70.4% (126 students)	N/A	28.5%	70.5%	N/A
	Actual GCSE Progress Score	-0.51	-0.12	-0.38	-0.41	0.18	-0.58
	Achieving 8-7 Eng & Maths	8.4%	7.8%	+1.5	6.6%	14.8%	-8.3
	Achieving 8-5 Eng & Maths	24.5%	41.3%	-16.8	28.3%	51.1%	-21.8
	Achieving 8-5 Eng	41.5%	68%	-27.5	45.6%	67.1%	-21.5
	Achieving 8-5 Maths	28.3%	43.7%	-15.4	34.7%	57%	-22.3
	Achieving 8-4 Eng & Maths	43.4%	63.5%	-20.1	48%	72.3%	-23.3
	Achieving 8-4 Eng	64.2%	81.7%	-17.5	62.1%	81.6%	-18.5
	Achieving 8-4 Maths	50.8%	67.5%	-16.6	55.4%	77.2%	-21.8
	Students achieving 5 Standard Passes inc Eng + Ma	35.8%	56.3%	-20.5	43.8%	67.8%	-23.8
	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 Y8 Attendance	80.4%	83%	-2.6	82.8%	81.4%	-8.5
	22-23 Y8 Attendance	84.8%	88%	-3.2	83%	81.7%	-8.7
	22-23 Y8 Attendance	85.7	81	-5.3	84.2	82.1	-7.8
	22-23 Y8 Attendance	85	82.7	-7.7	86.2	83.1	-6.8
	22-23 Y7 Attendance	85.8	83.5	-7.6	88.7	84.4	-5.7
	22-23 Whole School Attendance	85.8%	81.6%	-5.8	85.3%	82.6%	-7.3

Challenges

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

Challenge number	Detail of challenge
1	Our overall attendance for all pupils including our disadvantaged pupils was well below pre-COVID levels. Our assessments and observations indicated absenteeism was negatively impacting disadvantaged pupils' progress. Disadvantaged students as well as other students within the Academy are more likely to be 'Persistently absent' compared to schools nationally.
2	Students from disadvantaged backgrounds do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.
3	Our assessments, observations and discussions with pupils and families identified an increase in social and emotional issues for many more of our pupils. For instance, Y8 Girls PASS Score: Feelings about school 20 th percentile (Max 80) There is a negative behaviour gap in favour of disadvantaged students relative to other students within the Academy.
4	Poor home learning environments with some students not having access to the internet or learning resources.
5	Disadvantaged students as well as other students within the Academy have low levels of literacy on entry and do not often undertake wider reading, writing and oracy. For instance, Y8 students: 87.8 NGRT mean SAS. Disadvantaged students as well as other students within the Academy have a lack of subject-specific vocabulary and context to deepen understanding
6	Disadvantaged students as well as other students within the Academy have lower than expected levels of achievement in EBAC subjects. Nationally only 28% of disadvantaged pupils were entered for the EBacc compared with 45% of all other pupils.
7	Disadvantaged students as well as other students have low levels of engagement with the languages curriculum. Only 7% of Y8 students study a language, whereas nationally 47% of non-disadvantage students studies a language during 22-23. Disadvantaged students as well as other students have a significantly low prior attainment on entry than expected.
8	Disadvantaged students as well as other students within the Academy are more likely to have a lack of parental engagement with their child's education

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
The attendance of disadvantaged students improves during the academic year due to the systems and processes that have become deeply embedded within the academic. With attendance seen as everyone's responsibility.	<ul style="list-style-type: none"> • Elimination of attendance gap between disadvantaged students and their peers within the Academy. • 50% reduction in number of school refusers • 20% reduction of disadvantaged students who are persistently absent. • Attendance of all students within the academy has increased and is above the national average
Reduction in the number of disadvantaged being excluded or placed on AP Year 8 2022 – 7 students Year 8 2023 – 4 students in total	<ul style="list-style-type: none"> • The percentage of disadvantaged students on a fixed term exclusion, managed move or alternative provision placement to be in line with non-disadvantaged students.
Behaviour of students is significantly improved	<ul style="list-style-type: none"> • 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.
Literacy attainment of disadvantaged students to be in line with non-disadvantaged students.	<ul style="list-style-type: none"> • 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.
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> a) Leadership teams b) CORE Us c) CORE LoT d) Cadets e) Sports Teams f) Duke of Edinburgh
Assessments for students in Years 7 – 8 to show an increased number of students at secure level. 7-8 emerging in Ebac subjects	<ul style="list-style-type: none"> • Number of disadvantaged students to achieve 'secure' results to increase by 8% in each year group to close the gap between disadvantaged and non-disadvantaged students – in SC, HI and GG.
Students have access to any mental health and well-being resources they require.	<ul style="list-style-type: none"> • All disadvantaged students have access to a mental health counsellor. All disadvantaged students are offered breakfast each morning.
Progress 8 score for disadvantaged students to be above national average through students being supported by tutoring programmes, required revision resources and materials, and access to appropriate support.	<ul style="list-style-type: none"> • The Progress 8 score and attainment scores for PP students to be at/above national average. • No gap in attainment or progress between PP students and their peers • Progress 8 scores of Ebac subjects (SC, HI, GG) to be in line with other subjects.

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: **£57,287**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed									
1. Pupil Premium strategic leadership	£17,813	A proportion of the AHT's salary to lead curriculum and assessment to ensure the curriculum is ambitious and allows all students, including PP students to succeed. 30% of the Pupil Premium Lead's (SAF) salary is to ensure the implementation of the PP strategy and its impact is in-line with the Academy's improvement plan and Key Drivers	1-8									
2. EDSI strategic leadership of Pupil Premium	£3,037	To support the Academy to ensure that pupil premium funding has a significant impact on the quality of education of PP students and leads to PP students overcoming barriers so there is no attainment gap between PP students and their peers.	1-8									
3. CORE Dace Cross Trust CPD to enable staff across the four schools to share ideas and strategies.	£2,500	<div>An opportunity for staff to have access to high quality continual professional development with internationally recognised experts. All students will benefit as staff knowledge and expertise increases, leading to more impactful systems and processes.</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Collaborative learning approaches</td><td>Low</td><td>High</td></tr><tr><td>Metacognition and self-regulation</td><td>Low</td><td>High</td></tr></table>	EEF Research: Strategy	Cost	Impact	Collaborative learning approaches	Low	High	Metacognition and self-regulation	Low	High	1, 5, 6, 8
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4. Literacy leadership	£2,875	To have strategic oversight of the implementation of the Academy's literacy strategy.	5, 6, 7, 8									
5. Trust Lead Practitioners	£8,688	Trust Lead Practitioners to collaborate with HoDs to ensure the intended curriculum is ambitious, well-sequenced and adapted to meet the needs of all students.	1-8									
6. Communities of Practice	£5,274	<div>To develop a shared understanding of different areas of school improvement, such as safeguarding, curriculum and assessment, teaching, and learning, etc.</div> <div>A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 8 years' experience in front of a class instead of a graduate teacher.</div> <div>High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.</div>	1-8									

7. Teaching & Learning Packages / Continued development of qualityfirst teaching through the CPD programme	£8,000	<p>PIXL – CPD, which outlines proven school improvement strategies which can be implemented to raise academic achievement and ‘close the gap’.</p> <p>SEND support inc Twinkl, - enables Teaching staff and Teaching Assistants to use resources specific to the LSPs. EEF Special Educational Needs in mainstream Guidance Report & EEF PP (2020) highlights the effectiveness for tiered approach.</p> <p>Interventions and strategies are evidence driven, allowing staff to effectively track progress using the most accurate data and make evidence-based decisions. Part funding of our data systems (SISRA and Pupil Progress) which allows all data to be easily accessible and useable by all staff, including to forensically target gaps in knowledge and skills. This enables school leaders to respond effectively and share the rationale for improvements more effectively with all staff, the package includes CPD for all staff. Part funding of platforms that underpin our drive to increase staff knowledge and understanding of curriculum, assessment and teaching and learning such as the Teach Like a Champion platform, Walkthrus, Teacher toolkit, etc.</p> <p>Embed deliberate practice as part of whole school teaching routines. Part of the whole school improvement plan is to streamline the ways in which teachers go about their daily routine.</p> <p>Research shows that the embedding of CPD has varying effectiveness across a staff body due to the variations levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).</p> <p>Deliberate practice is defined as ‘a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further’ (Ericsson et al., 1883, p. 368). Embedding of Deliberate practice strategies will ensure effective transitions within lesson times to maximise academic learning time.</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Feedback</td><td>Low</td><td>High</td></tr><tr><td>Metacognition and self-regulation</td><td>Low</td><td>High</td></tr></table>	EEF Research: Strategy	Cost	Impact	Feedback	Low	High	Metacognition and self-regulation	Low	High	1, 3, 5, 6, 7, 8
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8. Online student resources	£6,000	<p>A proportion of various on-line student packages such as GCSEPod, Educake, etc to enable all students, including PP students. Dunlosky et al (2013) rate retrieval as having ‘high utility’ for classroom practice Typically, practicing retrieval yields significantly greater long-term retention of the studied materials than just restudying them (Pashler et al, 2007)</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Homework</td><td>Low</td><td>High</td></tr></table>	EEF Research: Strategy	Cost	Impact	Homework	Low	High	3, 4, 5, 6, 7, 8			
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9. Teaching & Learning resources	£2,000	<p>Teaching and learning resources such as books and online packages</p>	3, 5, 6, 7, 8									

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

Budgeted cost: £ 128,528

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed															
1. Tutoring	£75,000	<p>Effective deployment of Academic tutors. This intervention provides additional 1-1 and small group support to disadvantaged students primarily in English and Maths and as well as Ebacc subjects. Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>One to one tuition</td><td>High</td><td>Moderate</td></tr><tr><td>Small Group tuition</td><td>Moderate</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	One to one tuition	High	Moderate	Small Group tuition	Moderate	Moderate	5, 6, 7, 8						
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2. Literacy intervention 1: Universal	£3,000	<p>Literacy and language development delay continues to be an area of focus, particularly amongst the disadvantaged students. The Reading Plus programme is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina and motivation.</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr><tr><td>Feedback</td><td>Low</td><td>Moderate</td></tr><tr><td>Reading and comprehension strategies</td><td>Low</td><td>High</td></tr><tr><td>Phonics</td><td>Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Feedback	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	3, 5, 6, 8
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3. Literacy intervention 2: Lexia	£3,000	<p>Literacy and language development delay continues to be an area of focus, particularly amongst the disadvantaged students. The Lexia programme helps students to build confidence in their reading abilities and achieve better comprehension overall.</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr><tr><td>Feedback</td><td>Low</td><td>Moderate</td></tr><tr><td>Reading and comprehension strategies</td><td>Low</td><td>High</td></tr><tr><td>Phonics</td><td>Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Feedback	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	3, 5, 6, 8
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4. Literacy intervention 3: Ruth Miskin	£1,500	<p>Literacy and language development delay continues to be an area of focus, particularly amongst the disadvantaged students. The Ruth Miskin programme supports students to develop reading fluency and read with comprehension as well as to spell and write with confidence. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Reading comprehension strategies have high impact on average (+6 months). (EEF Teaching & Learning Toolkit, 2021)</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr><tr><td>Feedback</td><td>Low</td><td>Moderate</td></tr><tr><td>Reading and comprehension strategies</td><td>Low</td><td>High</td></tr><tr><td>Phonics</td><td>Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Feedback	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	3, 5, 6, 8
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5. Holiday and Saturday intervention	£5,000	<p>Many pupils do not have the space or environment to study during weekends and holidays in the periods leading up to external exams. The provision of comprehension coaching and study sessions during most holidays and some weekends allows pupils to have a quiet revision space under the guidance and supervision of a subject specialist.</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Mastery Learning</td><td>Low</td><td>Moderate</td></tr><tr><td>Metacognition and Self-Regulation</td><td>Low</td><td>High</td></tr><tr><td>Individualised Instruction</td><td>Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Mastery Learning	Low	Moderate	Metacognition and Self-Regulation	Low	High	Individualised Instruction	Low	Moderate	4, 6, 7, 8			
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6. Music tuition and equipment	£1,000	<p>Raise aspiration and increase opportunities for 'conversations with culture' for disadvantaged students.</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Arts participation</td><td>Low</td><td>Low</td></tr><tr><td>Collaborative learning</td><td>Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Arts participation	Low	Low	Collaborative learning	Low	Moderate	4, 6, 7, 8						
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7. Additional support for PP to provide equipment	£2,000	Removing barriers to disadvantaged students by purchasing non-academic equipment they may require such as access to wireless dongles.	4, 6, 7, 8															
8. Additional support for PP to access enrichment	£2,000	Removing barriers to disadvantaged students so they can access enrichment activities alongside their peers.	4, 6, 7, 8															
9. Support with academic equipment, uniform, PE kit	£1,500	<p>The right uniform policy, that puts affordability and best value at its core, has the potential to make lives easier for both children and parents. Yet one in eight families reported they had cut back on food and other essentials because of uniform costs. Our research also found that for low income families, these impacts were greater, with more than one in five such families reporting cutting back on food and other basics to pay for uniform. (The Children's Society, 2020)</p> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr></table>	EEF Research: Strategy	Cost	Impact	4, 6, 7, 8												
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10. In-house interventions (30%)	£1,000	Providing opportunities for targeted support in specific subjects to disadvantaged Y8 students through afterschool intervention classes.																		
11. CORE Hello	£38,528	A significant proportion of pupils arrive in Year 7 with low KS2 attainment. Rapidly improving reading skills facilitates access to the wider curriculum and builds learner confidence. This funding supports a rapid catch-up programme over Year 7 -8 and allows us to close the gap with national expectations. Elements of the programme are also being expanded to KS4. <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr><tr><td>Feedback</td><td>Low</td><td>Moderate</td></tr><tr><td>Reading and comprehension strategies</td><td>Low</td><td>High</td></tr><tr><td>Phonics</td><td>Low</td><td>Moderate</td></tr></table>			EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Feedback	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	5, 6, 8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£335,163**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed																		
1. Pastoral Year Group Coordinators	£182,163	<div>We believe that our Year Group Coordinators are integral to the wrap around care that our disadvantaged cohort require. Year Group Coordinators focus on breaking down barriers to education including engagement, attendance, welfare and behaviour.</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Parental engagement</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Collaborative learning</td><td>Low</td><td>Moderate</td></tr><tr><td>Mentoring</td><td>Moderate</td><td>Low</td></tr></table>	EEF Research: Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Collaborative learning	Low	Moderate	Mentoring	Moderate	Low	1, 2, 3, 8
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2. Family Support Worker	£25,000	<div>Department of Health Guidance on 'Future in Mind' - promoting, protecting and improving our children and young people's mental health and wellbeing.</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Parental engagement</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Metacognition and Self-regulation</td><td>Low</td><td>High</td></tr><tr><td>Mentoring</td><td>Moderate</td><td>Low</td></tr></table>	EEF Research: Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and Self-regulation	Low	High	Mentoring	Moderate	Low	1, 2, 3, 4, 8
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3. Mental Health Well-being Counselling services	£22,000	<div>2-8 Therapy sessions</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr><tr><td>aspirational interventions</td><td>Moderate</td><td>Low</td></tr><tr><td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Metacognition and Self-regulation</td><td>Low</td><td>High</td></tr></table>	EEF Research: Strategy	Cost	Impact	social and emotional learning	Moderate	Moderate	aspirational interventions	Moderate	Low	Behaviour interventions	Moderate	Moderate	Metacognition and Self-regulation	Low	High	1, 2, 7, 8			
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Behaviour interventions	Moderate	Moderate																			
Metacognition and Self-regulation	Low	High																			
4. Equipment for CCF/DofE for PP	£500	<div>Raising aspirations of boys who are disengaged with learning through projects which they enjoy and motivates them to learn across other subjects.</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Physical activity</td><td>Low</td><td>Moderate</td></tr><tr><td>Outdoor adventure learning</td><td>Moderate</td><td>unknown</td></tr></table>	EEF Research: Strategy	Cost	Impact	Physical activity	Low	Moderate	Outdoor adventure learning	Moderate	unknown	1, 2, 3, 4, 8									
EEF Research: Strategy	Cost	Impact																			
Physical activity	Low	Moderate																			
Outdoor adventure learning	Moderate	unknown																			
5. Transportation costs to school events	£500	<div>Provide students with transport to attend mastery sessions and close the gap for disadvantaged students.</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Parental engagement</td><td>Moderate</td><td>Moderate</td></tr><tr><td>widening participation strategies</td><td></td><td></td></tr></table>	EEF Research: Strategy	Cost	Impact	Parental engagement	Moderate	Moderate	widening participation strategies			1									
EEF Research: Strategy	Cost	Impact																			
Parental engagement	Moderate	Moderate																			
widening participation strategies																					
6. Trip support (only if advantaged group are paying)	£5,000	<div>Including trips locally, nationally and internationally (France). Increase the interest and engagement of disadvantaged students with languages and the wider world across the curriculum.</div> <table><tr><th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr><tr><td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr><tr><td>Language immersion experiences</td><td>High</td><td>Unknown</td></tr></table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Language immersion experiences	High	Unknown	2, 3, 4, 8									
EEF Research: Strategy	Cost	Impact																			
Oral language interventions	Low	Moderate																			
Language immersion experiences	High	Unknown																			
7. Attendance support worker	£20,000	<div>Poor attendance can have a significant detrimental impact on the progress of students. Disadvantaged students are also at risk socially if they have poor attendance. For these reasons, we invest heavily in attendance with a wide range of strategies. The Attendance Officer will lead be the primary Point of Contact who will review attendance daily, weekly, and half-termly. Moreover, the Attendance Officer will initiate contact with PA PP students at 1st instance of issues arising and ensures bespoke support to improve. PP attendance nationally, well below non PP peers. Attendance has a demonstrable impact on outcomes. 'A child who misses between 8% and 20% stands only a 35% chance of achieving 5 good GCSEs.' DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.</div>	1, 3, 8																		

		<table><tr><td>EEF Research: Strategy</td><td>Cost</td><td>Impact</td></tr><tr><td>Behaviour Intervention</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Parental Engagement</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Behaviour Intervention	Moderate	Moderate	Parental Engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate				
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Parental Engagement	Moderate	Moderate																
Social and emotional learning	Moderate	Moderate																
8. Targeted additional enrichment opportunities	£20,000	<p>We believe that these activities will engage and enrich the school experience for students; allowing the most disadvantaged learners to access world class coaching, raising aspirations, self-esteem and changing mind set. Raising aspirations, particularly for disadvantaged students, who are prior High Attaining Pupils, allowing them to look beyond their doorstep in deciding their career pathways. <i>'Higher aspirations are one of the biggest factors in meeting and exceeding potential'</i>, Sutton Trust, Educating the Most Able, 2012</p> <p>Opportunities such as Brilliant Club, Oxbridge visits, Football Beyond Border, Free to Dream (F2D), Cadets, Duke of Edinburgh Award</p> <table><tr><td>EEF Research: Strategy</td><td>Cost</td><td>Impact</td></tr><tr><td>Aspirations</td><td>Moderate</td><td>Low</td></tr></table>	EEF Research: Strategy	Cost	Impact	Aspirations	Moderate	Low	2, 6									
EEF Research: Strategy	Cost	Impact																
Aspirations	Moderate	Low																
9. Music and Art therapy	£3,000	<p>Raise aspiration and increase opportunities for 'conversations with culture' for disadvantaged students.</p> <table><tr><td>EEF Research: Strategy</td><td>Cost</td><td>Impact</td></tr><tr><td>Arts participation</td><td>Low</td><td>Low</td></tr><tr><td>Collaborative learning</td><td>Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Arts participation	Low	Low	Collaborative learning	Low	Moderate	2, 6, 8						
EEF Research: Strategy	Cost	Impact																
Arts participation	Low	Low																
Collaborative learning	Low	Moderate																
10. Mentor provision (MAD Mentors)	£33,000	<p>Effective deployment of 'MAD' Mentors. Raise aspiration for disadvantaged students by offering one to one careers advice.</p> <table><tr><td>EEF Research: Strategy</td><td>Cost</td><td>Impact</td></tr><tr><td>social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr><tr><td>aspirational interventions</td><td>Moderate</td><td>Low</td></tr><tr><td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr><tr><td>Metacognition and Self-regulation</td><td>Low</td><td>High</td></tr></table>	EEF Research: Strategy	Cost	Impact	social and emotional learning	Moderate	Moderate	aspirational interventions	Moderate	Low	Behaviour interventions	Moderate	Moderate	Metacognition and Self-regulation	Low	High	1, 2, 3, 8
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social and emotional learning	Moderate	Moderate																
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Metacognition and Self-regulation	Low	High																
11. Increased leadership of safeguarding at Trust level	£3,037	<p>To provide strategic support to senior and middle leaders within the Academy to ensure that a proportion of the pupil premium funding is used to safeguard the health and well-being of PP students.</p>	1-8															
12. Other targeted support for families	£1,000	<p>Supporting families by removing barriers to student engagement with learning at school.</p> <table><tr><td>EEF Research: Strategy</td><td>Cost</td><td>Impact</td></tr><tr><td>Parental engagement</td><td>Very Low</td><td>Moderate</td></tr></table>	EEF Research: Strategy	Cost	Impact	Parental engagement	Very Low	Moderate	8									
EEF Research: Strategy	Cost	Impact																
Parental engagement	Very Low	Moderate																

Total budgeted cost: £ 516,025

Our Pupil Premium Strategy has been informed by the following sources:

- Stakeholder evaluation and SWOT analysis of existing Pupil Premium. Spring 2018.
- OFSTED Section 5 Inspection 2018

- OFSTED Section 8 Inspection 2018
- State of the Nation 2018-19: Social Mobility in Great Britain
Social Mobility Commission
- Cracking the code: how schools can improve social mobility
Social Mobility & Child Poverty Commission October 2014
- Key drivers of the disadvantage gap: Literature Review
Education in England: Annual Report 2018
- Education Endowment Foundation: Teaching & Learning Toolkit
- Culture, Creativity and Narrowing the Gap- Using pupil premium to enrich cultural education
Case Study: Stoke Newington Secondary School
- Potential for Success: Fulfilling the promise of highly able students in secondary school
Dr Rebecca Montacute. July 2018
- 'Higher aspirations are one of the biggest factors in meeting and exceeding potential'
- Sutton Trust, Educating the Most Able, 2012
- An updated practical guide to the Pupil Premium. Marc Rowland
- Effective Pupil Premium Reviews.
- Teaching Schools Council. February 2018
- The Pupil Premium: Briefing Paper
- House of Commons Library April 2018
- Funding for disadvantaged pupils
- Department of Education, National Audit Office 2015
- EEF: The Attainment Gap Report
- <https://www.evidence4impact.org.uk/search>
- Institute for Effective Education: Engaging with evidence guide. March 2018