

# Arena Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	1020
Proportion (%) of pupil premium eligible pupils	30.20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	13 <sup>th</sup> September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	
Pupil premium lead	M. Newman
Governor / Trustee lead	V.Oliver-Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289 365
Recovery premium funding allocation this academic year	£43 935 estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£333 300

# Part A: Pupil premium strategy plan

## Statement of intent

At Arena Academy we endeavour to ensure that every student can access any support and intervention that we can offer in order for them to gain access to as many opportunities as they can whilst with us to ensure they are best placed to open the doors to University, Apprenticeships or the world of work.

Our rationale is to use funding to support students to child to 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 never confuse eligibility for the Pupil Premium with low ability, and 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 pupils do not have access to the materials, equipment, and revision that some non-PP students may have.
2	The development of language skills for some disadvantaged students is not as advanced as other students
3	Disadvantaged students often start at Arena Academy with less understanding of their aspirations and have low aspirations for future destinations. Often do not have role models from within their family unit in regard to higher education or higher-level apprenticeships.
4	Behaviour of some disadvantaged pupils can lead to low level disruption /lack of engagement with their learning. Students from disadvantaged backgrounds are more likely to be at risk of exclusion.
5	Disadvantaged students often do not have access to the same opportunities to cultural capital.
6	Building strong relationships with Pupil Premium families can be more complex.
7	The levels of literacy for disadvantaged students can be lower due to the lack of opportunity to read, or access to books or other avenues to reading.

## 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
Pupil Premium students are making equal progress than non-Pupil Premium students	<p>Diminish the gap between PP and Non-PP by at least 15% in English, Mathematics and Science.</p> <p>Other faculties to be addressed in 22/23 strategy and from observation and modelling of 21/22 core subject interventions.</p>
Improve outcomes for all and especially for key cohorts.	<ul style="list-style-type: none"> <li>- PP students to achieve, or exceed, 4+/5+ basics, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</li> </ul>
Improve literacy levels so that pupils are able to access the whole curriculum.	- At least 75% of Y7 students who are currently under their chronological reading age to have a reading age of 10.06
To narrow the gap between PP and Non PP progress 8 figures	The 2019 PP P8 of -0.51.will be reduced in 2022 to a PP P8 of 0. This will be close to the P8 target for non PP of above 0
Attendance figures for students who are Pupil Premium and Non-Pupil Premium will be comparable	Attendance data to show a reduction in absence comparative term by term and using data over the last three years. PP attendance to improve to at least 1%.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	<ul style="list-style-type: none"> <li>• 75% of PP attend extracurricular activities</li> <li>• Over 90% satisfaction surveys returned from students for the CORE Cares program</li> <li>• Arena to offer CCF Opportunities to all disadvantaged</li> <li>• At least 10 students to undertake Leaders of Tomorrow programme</li> <li>• At least 20 students to undertake the Duke of Edinburgh award</li> </ul>
To improve aspirations in order to secure post 16 destinations.	<ul style="list-style-type: none"> <li>• 100% of PP students attend a meeting with the careers officer in year 10 &amp; 11.</li> <li>• NEET figures for PP are in line with, or lower than, national average.</li> </ul>

Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress.	<ul style="list-style-type: none"> <li>• Reduce the number of behaviour incidents logged for PP students by 30%</li> <li>• Reduce the number of FTE for PP students by 20%</li> </ul>
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## 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: £60,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and CPD time given to staff to support professional development.	Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide. (EEF 2020)	2
Design and implement a CPD programme underpinned by development of a deliberate practice culture	'Ensuring an effective teacher is front of every class' (EEF 2020) highlights the importance for a comprehensive programme of support, guidance and CPD is provided for our staff.	2,3,4,5,6,7
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2,7
Embed and respond to retrieval practice through Do Now Activities.	Evidence gained by T&L team through drop ins, observations, book scrutiny etc demonstrates the effectiveness of staff following the teaching model in ensuring regular consistent practice. This coherent approach followed across the school ensures continuity for all students.	2,7
Embed homework expectations and provide support opportunities for students who need it	EEF (2020) highlights the effectiveness of a tiered approach, including across wider areas. This will include homework clubs, access to ICT facilities and wider opportunities to overcome barriers through Academic Mentoring.	2, 7
Teaching Assistants to undertake MITA (Maximising Impact of Teaching Assistants) Course		2, 3, 4, 5,6, 7
Additional Trust leadership capacity to ensure effectiveness and Quality Assurance of all	EEF (2020) highlights the importance and effectiveness of monitoring and evaluation with regard to PP action, Trust support will	1,2,3,4,5,6,7

PP allocations within School. Including Pupil Premium Audits and reviews.	ensure objective and supportive approach is maintained	
DACE 22 Trust wide CPD ensuring consistency across all schools within CORE Education Trust, utilising experience, and context to provide best value and impact for disadvantaged students.	EEF (2020) states that evidence informed teachers and leaders are able to combine findings from research and professional expertise to make decisions. This involves comparing how similar challenges have been tackled, and in the consideration of likely cost-effectiveness of a range of approaches.	1,2,3,4,5,6,7

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

Budgeted cost: £84,903.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise the effectiveness of Reading Plus for students reading below chronology in Y7 / Y8.	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).	2,7
Provide opportunity for students to extend learning during out of school hours through after school intervention for disadvantaged students	COVID restrictions dictated that learning outside of school hours have been challenging. Experience at school demonstrates that providing targeted and specific enrichment sessions are well attended and offer additionality to students	2,3,5,7
Provide a range of revision resources and timetables for students to independently learn outside of the class	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.	1,2,3
Provide small group tuition for disadvantaged students carried out by trainee teachers during tutor time.	Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,2,3,7

Using blended learning and a Virtual Learning Environment to support gaps caused by Covid 19 Lockdowns.	Digital technology can add up to +4 months progress (EEF, 2020)	2,6,7
Tutoring Programme	Targeted Academic Support has been shown to be effective, and is supported by the EEF toolkit <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	2
Employ additional academic mentors to work with under achieving disadvantaged students in Mathematics.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2,7
Employ additional academic mentors to work with under achieving disadvantaged students in English.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2, 3, 7
Library and Reading Trust wide strategy to support all students in accessing reading	As above 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).	2, 7
Trust wide SEND Strategy	EEF Special Educational Needs in mainstream Guidance Report & EEF PP (2020) highlights the effectiveness for tiered approach	3

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

Budgeted cost: £143,973.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that the mental and physical well-being of students is supported	<i>The effect of lockdown did not expire as an immediate effect of the return to school.</i> <i>Children felt uncertain, fearful and isolated during current times'</i> Singh et al (2020) <online> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7444649/</a>	4,6
Provide breakfast every morning so all students are ready to learn	It is well documented that students are better placed to learn having had breakfast. (healthyeating.org 2012) Ensuring we provide a breakfast for our PP students will not only ensure they	6

	are prepared for their day but will also help encourage attendance and punctuality.	
Maximise the effectiveness of paired readers during tutor time through guided reading so students read widely / often.	EEF Teaching and Learning Toolkit states places peer tutoring as being effective (EEF online) + 5 months progress for one to one tuition	1,2,7
Provide a homework club for disadvantaged students to support learning outside the classroom	EEF demonstrate through a case study that effective intervention can be personalised homework (EEF 2020) 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>	1,2
Offer subsidies for uniform	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	6
Provide targeted support to improve attendance, behaviour, and links with families where these are barriers	EEF Teaching and Learning toolkit states that behaviour interventions and parental engagement are both effective strategies with moderate impact. (EEF online) +3months progress	4, 6
Maximise the effectiveness of the careers advisor who provides support to disadvantaged students and prioritises their career aspirations	The Government Pupil Premium publication states “The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve”	5,6
Provide a wide range of extra-curricular activities via CORE cares and after school clubs to raise self-esteem and foster good relationships Clubs include attendance to Echo Eternal and Horizon. Echo Eternal is Trust wide initiative that gives students opportunities to collaborate with other students within the Trust in commemorative arts	Creating an ethos of inclusion where all are welcome when running extra-curricular clubs will raise participation and engagement of students.  EEF (2020)  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.  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	5,6

<p>projects that are inspired by Holocaust survivors (funding will also contribute to learning resources).</p> <p>CORE-Us is a Trust wide choir engaging a wide range of students in collaboration with each other to perform at various high-profile events.</p> <p>CORAM Shakespeares Schools Foundation project will run across the Trust giving further opportunity for collaboration and engagement in extracurricular arts activities.</p>	<p>'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)</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>	
<p>Subsidise educational trips</p> <p>Evolve and Shapestone will be used to ensure trip information is accurate, coherent and purposeful.</p>	<p>There is potential for stigma associated with not being able to access opportunities.<a href="http://www.kickstartenterprise.com">www.kickstartenterprise.com</a></p> <p>CFEY report states the importance of enrichment and outdoor learning in education.</p> <p><a href="https://cfey.org/2021/11/what-next-for-enrichment/">https://cfey.org/2021/11/what-next-for-enrichment/</a></p>	5,6
<p>Invite aspirational speakers into the academy to present to students including Arena Alumni.</p> <p>CORE-LOT, our CORE Leaders of Tomorrow will engage students by raising aspirations, ensuring disadvantage does not limit opportunities for students.</p>	<p>'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.</p>	3,4,5,6
<p>Provide extra-curricular sport provision for students before, during and after school.</p> <p>This will include Inter Academy Competitions CORE Sports LTA Youth Sports</p>	<p>Ensuring disadvantaged students have access to ensure physical wellbeing during several points of the school day</p> <p><a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a></p> <p>Evidence suggests that extra-curricular physical activity is associated with positive academic attitudes and better attendance and homework completion rates. (DfE 2013)</p>	5,6



To ensure opportunity for cross Trust collaboration, respect, and opportunities for all involved.		
Enter students into local and national competitions such as UK Maths Challenge to raise self-esteem and expose students to new academic experiences.	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>	2,5, 7
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	1,2, 7
Offer consistency through our whole school Behaviour and Relationships strategy.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	4, 6
Use PASS from GL assessment to review student happiness and mental health.	Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges e.g. mental health <a href="https://www.gov.uk/government/guidance/using-pupil-premium-guidance-for-school-leaders">Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</a>	4,
Offer bespoke SEMH interventions to pupils and parents who request it using a qualified counsellor.	NHS suggest many children are not getting the support that they need <a href="https://www.nhs.uk/news/2018/07/18-children-mental-health-support">Nhsconfed.org/news/generation-children-and-young-people-risk-not-getting-the-mental-health-support-they-need</a>	4, 6
Work with external agencies including CAMHS, Kooth and MASH to support pupils and families.	Department of Health Guidance on 'Future in Mind' - promoting, protecting and improving our children and young people's mental health and well being <a href="https://www.assetpublishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf">Asset.publishing.service..gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf</a>	6
Encourage Disadvantaged students to join the Combined Cadet Force, Arena will have a unit that is attached to the Trust CCF providing opportunity for all to engage in various activities.	University of Northampton research demonstrates an increase cultural capital and engagement in activities such as CCF. EEF Toolkit - +4 months for outdoor adventure learning.	4, 6
Encourage Disadvantaged students to undertake the Duke of Edinburgh award. DoE will be run alongside CCF, using	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	4, 6

Trust resources as well as School		
Employ external counsellors to provide targeted support to students with anxiety and self-esteem issues.	' <a href="#">Mental health and behaviour in schools (publishing.service.gov.uk)</a> Highlights the importance of Arena providing opportunity to our disadvantaged students in supporting them with issues such as anxiety and self-esteem.	3,4,6
Employ a Home School Liaison worker to support hard to reach families.	DERA Report details how to use support to engage hard to reach families including those affected by poverty, poor living environments and other areas that risk social exclusion. <a href="#">Outreach to Children and Families (ioe.ac.uk)</a> .	6

**Total budgeted cost: £330,000**

## 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 2020 to 2021 academic year.

#### Context

*The academic Year 2021 was a year in which a flexible approach to Pupil Premium had to be adopted as for the Autumn and Summer terms students were in school, whereas for the Spring Term students were at home receiving remote learning.*

*See Pupil Premium Strategy Review Statement for review of impact*

### 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?	

## 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.*

*Year 11 PP students have access to the full revision programme offered before and after school.*

*Students undertake the academic mentoring programme with their Form Tutor, using PLCs to identify areas for improvement in each subject.*

*Trainee teachers support students in small groups in English, Mathematics and Science.*