

Pupil Premium Strategy Statement 2019 – 2022

1. Summary Information					
School	Arnold Hill Academy	Strategic Plan 2019 - 2022	Publication Date 30.11.2020	Review Date 11.10.2021	
Principal	Matt Robertson	Pupil Premium Lead	Ella Strawbridge	PP Governor Lead	Nicola Anderson
Academic Year	2020 – 2021	Total PP Budget for 2020 - 2021		£305,000	
Total number of pupils Y7-11	1276	Number of pupils eligible for PP		305	% of roll

2. Attainment for the Last Academic Year 2018-19						
Measure	School PP			National non-PP		
Progress 8						0.13
% Grade 5+ EM	36%					50%
% Grade 4+ EM	54%					72%
EBacc entry	21%					44%
English Progress 8						0.11
Maths Progress 8						0.11
Ebacc Progress 8						0.14
Open Progress 8						0.12
Other Indicators						
	Overall Attendance PP	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA
Attendance	%	%		%	%	%


3. Strategy Aims for Disadvantaged Pupils				Target Date: September 2022		
Academic Performance for Disadvantaged Pupils				Indicator for PP outcomes (examples below)		
% Grade 5+ EM				Achieve national average for attainment for similar schools		
% Grade 4+ EM				Achieve national average for attainment for similar schools		
EBacc entry				Entry in line with non-PP		
Progress 8				Above average P8 score		
Other Indicators						
	Target Overall Attendance	National All Attendance	National PP Attendance	Target Persistent Absence (PA)	National All PA	National PP PA
Attendance	Improve attendance to national average - 96%			Reduce persistent absence to national average of 10.5%		
Any other Indicators Specific to School (e.g. exclusion rates for PP/destinations post 16)						
<ul style="list-style-type: none"> Reduce incidence of repeat fixed term exclusion of disadvantaged students to below national averages Reduce the proportion of late marks to lesson in line with non-PP 						

4. Spending Priorities and Rationale for the Current Academic Year		
Teaching Priorities		
Barriers to Learning	Variable quality of teaching and learning and poor retention of knowledge resulting in lower rates of progress in all areas with a key focus on open subjects.	
Priority	Activity to be Funded from the PP Budget	
Priority 1	Middle leader training ensures train, plan, teach, and review cycle with an explicit focus on disadvantaged first strategies and retention of knowledge.	
Priority 2	Provide staffing within core subject areas to provide targeted support and intervention.	
Priority 3	CPDL programme with a focus on vocabulary building, teaching strategies to support mixed band groups and retention strategies	
Priority 4	Retention of staff within the core subject areas including up-skilling of existing staff to deliver non-specialist subjects.	
Priority 5	In school theatre productions to support the teaching of English Literature	
		Projected Spending for Current Academic Year
		£123,000
Targeted Academic Support		
Barriers to Learning	Low levels of engagement resulting in increased rates of behaviour points and exclusion for key pupils/ Lower than the academy average Literacy and numeracy skills/	
Priority	Activity to be Funded from the PP Budget	
Priority 1	Recruitment of staff to support engagement and positive behaviour strategies.	
Priority 2	Raise levels of engagement of pupils and parents through transition support, access to resources and events.	
Priority 3	Targeted in school and online interventions	
Priority 4	IT provision to enable access to homework and blended learning	
		Projected Spending for Current Academic Year
		£83,000
Wider Strategies		
Barriers to Learning	Lower than the academy average attendance rates to school and support clubs e.g. homework club and interventions.	
Priority	Activity to be Funded from the PP Budget	
Priority 1	Raising attendance strategies including PP mentors and targeted reward schemes.	
Priority 2	Develop the after school homework club provision.	
Priority 3	Raise levels of aspiration through engagement Brilliant club and Ambition Nottingham	
		Projected Spending for Current Academic Year
		£99,000

5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to faculties allow to embed strategies effectively. Lack of student access to blended learning due to periods of self isolation and school closure	Use of INSET days, Wednesday CPDL and time in Middle Leader meetings for development and review. Loan of IT resources, support provided with use and engagement, after school homework clubs to support completion and engagement of tasks.
Targeted support	PP Champion and Mentor require CPD regarding PP strategies regarding Disadvantaged first strategy regarding Focus Fortnights and alternatives to exclusions. Student access to interventions whilst following social distancing guidelines.	PP team have timetabled time in Ramsey house to provide capacity for effective communication with pastoral team to enhance support. Virtual and online intervention available where possible.
Wider strategies	Engaging the families facing most challenges Student wellbeing	Work closely with other trust schools, PP team to make regular contact via email. Parental support information to be available via video online. Additional capacity available to provide support for student well being and engagement.

6. Review of Last Year's Aims and Outcomes	
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
Achieve average for progress for disadvantaged pupils (Progress 8)	2019 data due to extended school closure during lockdown The estimated P8 score achieved by Year 11 (2018/19) shows further improvement based on that achieved historically with a continued trend of reduction in the gap between PP and non-PP.
Achieve National average English and maths 5+ scores	Not achieved and gap narrowed from 2019 (2018 national - 21.6) Significant improvement in attainment and progress of pupils in English but there was a reduction in attainment and progress of PP pupils in Maths.
PP Pupils to be over represented in positive behaviour logs.	2019 data due to extended school closure during lockdown PP pupils = 26% of the overall cohort. The proportion of all achievement points that were awarded to PP pupils increased by 1.56% to 24.75%. This shows an overall improvement but still represents under-representation by PP pupils
Attendance	2019 data due to extended school closure during lockdown The average attendance of all PP pupils has reduced when compared to 2017/18.

Annual Overview 2020 - 2021

Teaching <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: £123,000	Our Tiered Approach	Targeted Academic Support <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend: £83,000
<ul style="list-style-type: none"> Whole staff CPDL sessions to focus on raising progress and closing the gap. CPD for leaders across the curriculum areas and staff re: supporting Disadvantaged students. To provide a Macbeth/Inspector calls performance for students in KS4 following Covid social distancing guidelines. Additional capacity within English and Maths to provide in-class support. Capacity provided within Arts and PE departments to support the transition of non-specialist staff members to teach maths. In class support to improve engagement and progress of targeted pupils Capacity within the support team to provide IT loan service and support for PP students completing a period of self-isolation to ensure access to adequate IT facilities. Whole staff and CPDL sessions and development time to ensure the provision of high-quality blended learning that is 	<p>Spend £5,000</p> <p>£3,000</p> <p>£4,000</p> <p>£60,000</p> <p>£10,000</p> <p>£25,000</p> <p>£6,000</p> <p>£10,000</p>		<ul style="list-style-type: none"> Intervention mentors and additional staffing to provide targeted intervention in English and Maths including 1-1 support for post-LAC pupils. Intervention staffing and additional capacity to delivery streamed MFL lessons to raise progress in MFL Contribute towards the staffing to provide small group literacy/numeracy intervention support Community tutor staff to deliver small group and individual tuition to students who for various reasons are not attending school. Provide all Year 7/11 PP students equipment to support studies and independent learning. To provide music tuition based at AHA for students across years 7 -11. Contribution towards administration costs and resources to deliver a variety of transition events and activities for the parents of Disadvantaged pupils. Core guidance intervention sessions (additional capacity, planning release time, resources) Online revision and intervention support 	<p>Spend £25,000</p> <p>£6,000</p> <p>£16,000</p> <p>£10,000</p> <p>£2,000</p> <p>£4,000</p> <p>£3,000</p> <p>£5,000</p> <p>£17,000</p>

differentiated to meet the needs and personal circumstances of all students including disadvantaged. Including the production of paper-based resources to support online provision where necessary.			Wider Strategies <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	Total Spend: £99,000
			<ul style="list-style-type: none"> • Contribution towards the salaries of staff to complete Individual tracking welfare/attendance and personal development. • Contribution towards salary of the Pupil Premium Champion and Pupil Premium Mentor • Pupil £50 fund for resources and activities. • High quality career guidance and enrichment activities. • Provision of breakfast and lunch time homework club including IT facilities. • Attendance project for targeted pupils. • Brilliant Club and Ambition Nottingham registrations, staff time, admin costs and resources. • Funds to cover unplanned activities and opportunities in response to need. 	Spend £35,000 £24,000 £16,000 £3,000 £10,000 £3,000 £3,000 £5,000
Total Spend				£

Please refer to the DfE PP Guidance
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting
<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>