

Pupil premium strategy statement – Arden Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1817
Proportion (%) of pupil premium eligible pupils	11.45 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022_2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	D Warwood
Pupil premium lead	L Webb
Governor / Trustee lead	J Whitehill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,505.00
Pupil premium funding carried forward.	£0
Total budget for this academic year	£184,505.00

Part A: Pupil premium strategy plan

Statement of intent

Objectives:

- **At Arden, we want to ensure that every pupil has the best possible chance of achieving their full potential at school whilst experiencing exciting enrichment opportunities beyond the curriculum.**
- **Arden is committed to closing the gap between disadvantaged students and their peers and we are proud to say that disadvantaged students at Arden Academy make significantly better progress than their non-disadvantaged peers nationally.**

Key principles

- The Evidence from the EEF is at the heart of our strategy statement using the tiered approach including diagnostic assessments and being reactive to our young people's changing needs and challenges.
- Quality First Teaching: Research suggests that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. This includes:
 - Maintaining and developing QFT teaching in the classroom.
 - Personalised learning and support in line with the Arden and AMAT core priorities.
 - CPD to improve the knowledge of whole school staff of PP students and barriers to learning
- Improving literacy is a key part of the approach, improving their access to and competence in Literacy to support academic progress
- Attendance: There is a clear link between poor attendance at school and lower academic achievement.
- Cultural Capital: The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.

Our strategy is a part of the whole school plan and has been planned to complement additional strategies school led tutoring.

Challenges

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

Challenge number	Detail of challenge
1	There is still an attendance gap between disadvantaged and non disadvantaged students
2	Lower level of parental involvement. A few of our parents of disadvantaged students do not attend school events to support pupils or support with homework.
3	Diagnostic assessments to highlight literacy/maths levels alongside information from KS2 SATs
4	Disadvantaged students start secondary school with a gap between them and their non disadvantaged peers. There is an increasing gap between the attainment of disadvantaged and non-disadvantaged pupils following the lockdown period, remote learning and the variation in the provision at KS2.
5	A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress
6	Disadvantaged boys and disadvantaged students do not make enough rapid progress nationally
7	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. Including enhancing the cultural capital experience of disadvantaged students.

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
Improve Attendance data(back to pre covid levels and closing the PP-Non PP gap)	Improvement in attendance back to pre covid levels and closing the PP-Non PP gap
Maintain PROGRESS 8 MEASURE AGAINST NON PP STUDENTS – PROGRESS FOR ALL (0.1 for PP students, national average was for non disadvantaged students)	Closing the gap between PP and non PP students at Arden is key.

Achieve national average for attainment 8 for all pupils	Maintain the national average also closing the gap between PP and non PP students at Arden
Achieve average English and maths 5+ scores for similar schools	English and maths 5+ scores increased and in line with similar schools for disadvantaged students
Improve the Ebacc Entry for disadvantaged students including the APS.	Improvement of engagement in languages in year 7 and 8, through strategic intervention at KS3 to increase the uptake of a language at GCSE. Conversations about options to take place at an earlier point in year 9, to increase Ebacc entry for disadvantaged students

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: £ 77,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and develop QFT teaching in the classroom. Personalised learning and support in line with the Arden and AMAT core priorities. CPD to improve the knowledge of whole school staff of PP students and barriers to learning	Ensuring teachers are equipped to personalise and differentiate for disadvantaged students effectively, using the data dashboard and CPD to allow for fully inclusive teaching. Informing staff of the students that are young carers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,4, 6
Regular CPD and updates for teachers through the Arden and AMAT CPD programme.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4,6

<p>Early career teachers have the support they need to deliver QFT. E.g in science/eng/maths do we run the SKE to early career teachers, or those that are teaching out of specialism</p>		
<p>To make effective use of diagnostic assessments e.g GL/MIDYS to inform any support and early intervention that may need to be put in place. To effectively track the data of disadvantaged students to ensure robust and rigorous intervention is put in place as necessary.</p>	<p>Diagnostic assessments to highlight literacy/maths levels in lieu of the KS2 SATs not taking place.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p>

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

Budgeted cost: £ 70,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor and improve literacy rates amongst pp students with a focus on ks3 – year 7 and 8. Use of lexia, small group support, continue to teach nurture groups in humanities to support this.</p> <p>Whole school approach towards literacy and oracy tasks in lessons,</p>	<p>Literacy is a barrier for students to make rapid progress in all subjects</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3,4,6</p>

including tutor time reading.		
Small group and one to one support sessions in English and maths and other highlighted subjects Effective intervention taking place to support the needs of disadvantaged pupils.	Small group sessions to raise the confidence of disadvantaged students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Confidence of disadvantaged learners is increased and students make more progress in those subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,4,5,6,7
Regular small group reflection sessions to take place for disadvantaged boys to address the gender gap	Disadvantaged boys and disadvantaged students do not make enough rapid progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	3,6

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

Budgeted cost: £ 80,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance, through monitoring SIMS reports. Regular communication with parents through PP team, HOYs, EWO	<p>There is still an attendance gap between disadvantaged and non disadvantaged students</p> <p>A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress</p> <p>Some of our disadvantaged students have had less cultural capital opportunities</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</p>	1, 5
Creating even more positive experiences of lessons and extra curricular activities through rewards and celebrations	<p>A small proportion of disadvantaged students are disengaged and have lower attendance which is having a marked effect on their progress</p>	5,7
Focus on transitions and careers working alongside increasing students' cultural capital experience. Use good practice such as TIF tasks to increase cultural capital and links to careers	<p>Some of our disadvantaged students have had less cultural capital opportunities. Increase the cultural capital experience for disadvantaged students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Lower level of parental involvement. A few of our parents of disadvantaged students do not attend school events to support pupils or support with homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	7

Total budgeted cost: £22,8609.61

Outcomes for disadvantaged pupils

A Level									
GCSE: (Progress 8)									
	2017	2018	2019	2020	2021	2022	2023	2024	Nation al (2024)
Whole cohort	0.36	0.28	0.47	0.32	0.72	0.79	0.66	0.64	
Non dis	0.39	0.3	0.5	0.31	0.76	0.77	0.73	0.71	
Dis	-0.04	-0.08	0.07	0.38	0.35	0.84	0.07	0.04	
Gap	-0.43	-0.38	-0.43	+0.07	-0.41	+0.07	-0.66	-0.67	

Alumni tutoring: Worked with HODs in english, maths and science to facilitate the tutoring. Not just for PP students, but they are involved. Successfully recruited a number of alumni tutors to teach online sessions in ENG/MATHS/SCIENCE.
Pupil voice was very positive.
Last year we had a confidence booster session for MFL and science and maths school led tutors. This year we have appointed a school led tutor working on core subjects and study skill supportL
PP and SEND lead work closely to ensure progress for all and there has been increased awareness amongst staff and relevant stakeholders to ensure that Young carers are catered using some pupil premium funding to help sup[port those students.
QFT is embedded in every teacher's practice with personalised delivery to support students make maximum progress, CPD sessions reflect the ongoing work and QA feedback supports the QFT and personalised approach.

Further information (optional)

As a school we are using the school led tutoring funding to support our disadvantaged young people (PP and SEND).