



**Ark Acton  
Academy**

**Pupil Premium strategy statement and  
action plan**

**2022/23**

**Pupil Premium Champion: Oliver Knight, Principal**

**October 2022**

**To be reviewed: January 2023, September 2023**

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the period September 2021 through to September 2024 to help improve the attainment of our disadvantaged pupils.

It outlines our strategy, how we intend to spend the funding in this academic year (22/23) and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ark Acton Academy
Number of pupils in school	826
Proportion (%) of pupil premium eligible pupils	39
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	09/21 – 09/24
Date this statement was published	03/09/22
Date on which it will be reviewed	5/1/23, 19/9/23, 20/10/23.
Statement authorised by	O Knight - Principal
Pupil premium lead	O Knight - Principal
Governor / Trustee lead	Paul Campbell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,810
Recovery premium funding allocation this academic year	£53,795
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	£394,605

# Part A: Pupil premium strategy plan

## Statement of intent

Our purpose as a school is to ensure our young people can go out into the world and live a life of choice and opportunity. We want them to leave Ark Acton having been inducted into systems of worthwhile knowledge that enable them to participate in and shape the national discourse. In the words of Alex Standish we believe that “*school subjects then are a way of inducting children into the intellectual habits of humankind, and hence into a disciplinary conversation about knowing our world.*”

In order to achieve this vision for our young people, we place the curriculum at the heart of school life. It drives all other decisions that we make and is the best means we have of demonstrating as a school what we believe in and what we stand for. In essence our curriculum is designed to ensure that all pupils at Acton acquire disciplinary knowledge that they cannot learn at home and that this specified curriculum knowledge is based on the most coherent and tested ways of conceptualising the world that we have.

Therefore our Pupil premium strategy is focussed on ensuring all students thrive through developing both the academic and wider cultural knowledge that will enable them to stand shoulder to shoulder with a student from private school.

This means that, as per the EEF guide to the Pupil Premium (<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>), we have adopted a tiered approach to provision, starting with ensuring every student receives 6 great lessons a day, every day and then balancing support for targeted academic intervention with wider support around attendance and behaviour.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	On entry into the Academy, many of our disadvantaged students have significant literacy issues and have a reading age below their chronological age. This has implications across the curriculum.
2	Analysis of internal assessments, work sampling and lesson observations highlight that our disadvantaged students struggle to articulate their ideas due to limited vocabulary knowledge. Writing produced is immature and often brief.
3	Observations and conversations with students suggest that many of our disadvantaged students struggle to know their own gaps in knowledge and understanding and do not have habits to work on these independently at home without teacher guidance.
4	Disadvantaged boys have attendance below the academy average and below our attendance targets. Turning around entrenched absence and working with hard-to-reach parents to support them in supporting their child back into school is the key to significantly reducing persistently absent students.
5	Student oracy is poorly developed, and students struggle to code-switch for different audiences and purposes. This feeds into the writing challenge detailed in Challenge 2 above. Oracy and student articulation of thought has declined in quality as a result of the school closures and remote learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (09/24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the attendance of disadvantaged Boys in order that it is in-line with the overall academy target and to have reduced persistently absent disadvantaged students to the academy target.	By the end of the 2023/24 academic year attendance of disadvantaged boys to be sustained at: <ul style="list-style-type: none"> <li>• 95%</li> <li>• Persistent absence for disadvantaged boys to be at 10%.</li> </ul>
Improve the % of disadvantaged students securing a pass in English and Maths to above the national average for non-disadvantaged students.	By the end of the 2023/24 academic year the % of disadvantaged students: <ul style="list-style-type: none"> <li>• Securing a 4+ in English and Maths will be 75%. In the 2018/19 academic year this figure was 57%.</li> <li>• Securing an A8 of 5.0. In the 2019/20 academic year this figure was 4.0</li> </ul>
Improve the Ebacc Attainment 8 grade and Ebacc 4+% of disadvantaged students.	By the end of the 2023/24 academic year the % of disadvantaged students: <ul style="list-style-type: none"> <li>• Securing an Ebacc APS of 5.0. In the 2019/20 academic year this figure was 3.8</li> <li>• Securing an Ebacc 4+% of 35%. In the 2019/20 academic year this was 11%.</li> </ul>
Improve the reading comprehension of disadvantaged students across Key Stage 3	Through tracking of NGRT bi-annual reading tests: <ul style="list-style-type: none"> <li>• ensure that 90% of disadvantaged students make 12 months progress a year in their reading age and,</li> <li>• that by the end of the 2023/24 academic year 90% of disadvantaged students at the end of Year 9 who entered in Year 7 have a reading age at least in-line with their chronological age.</li> </ul>

## 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: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing 6 periods a week of English to every student in Key Stage 3 to rapidly address widespread literacy issues and providing 9 periods a week of English to some students in each year group with specialist English teachers in order to address significant language and performance concerns.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1, 2,3</p>
<p>Developing metacognitive and revision skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>All students receive a series of training inputs on this across the academic year and it is built into the AIP.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Enhancing teacher effectiveness through the implementation of two strategies:</p> <ol style="list-style-type: none"> <li>1. Shortening the feedback loop through the systematic use of Intentional Monitoring so disadvantaged students get regular feedback on their work to help them refine and improve the quality of their writing.</li> <li>2. Developing our explicit vocabulary instruction using Beck's 6 step model for tier 2 and the Frayer model for tier 3 and improving modelling of how to use vocabulary in academic writing.</li> </ol>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>1,2,3</p>

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To close the achievement gap in English & Maths through small group Period 7 intervention with Heads of Department to identify and close key gaps at Grade 3/4 boundary.	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Running a staffed homework club every day after school for students to receive support on their homework in real-time.</p>	1,2,3
To ensure our disadvantaged students develop the academic language necessary to secure the top grades through a range of literacy interventions including Thinking Reading, RWI Fresh Start, Lexia, Rosetta Stone and Morning Reading for disadvantaged pupils with a gap >12 months from chronological age	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p>	1,2,3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise the attendance of disadvantaged students, with a particular focus on disadvantaged boys and disadvantaged SEND K	Student outcomes cannot improve if they do not regularly attend school.	4

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
students to enable them to attend in-line with the academy target of 94%.		
To ensure that every student can achieve the academy mission through accessing the full range of our co-curricular programme. This includes participation in compulsory after-school sports, debating, public speaking and creative writing and to ensure that every student can develop a passion or interest in school to sustain them on their 7-year journey with us.	<p>Analysis from the Sutton Trust (2018) demonstrates a clear link between wider participation in activities that develop key life skills such as team work and articulatory and access to top-third universities.</p> <p>The evidence base for co-curricular experiences such as outdoor learning is currently limited but this is an emerging field of study and has promising green shoots.</p>	5

**Total budgeted cost: £ 390,000.**

## 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.

The 2021/22 academic year marked the end of Year 1 of our 3 year strategy. Some green shoots are appearing as a result of the activities detailed above. Whilst it is too early to measure the full impact of the strategy it is worth noting:

1. Students in receipt of the Pupil Premium at Ark Acton had attendance in-line with their non-disadvantaged peers nationally during the 21/22 academic year and 3% higher than disadvantaged students nationally.
2. Whilst still slightly below national average, disadvantaged students in Year 11 during 2021/22 saw their outcomes rapidly improve from similar students historically at the Academy and are making progress just below the national average.
3. Looking at the internal Y10 summer exams, disadvantaged students made progress in-line with expectations across their subjects studied.
4. When looking at NGRT attainment data, 58% of PP students were reading at or above chronological age by the end of the academic year.
5. Across KS3, PP student progress (number of students from below to at or above chronological) was in line with their non disadvantaged peers by the end of the year.
6. Through reading interventions, the school reduced the percentage of PP students reading 2 years below chronological by 6%.
7. In Year 10, PP students who were 4- years from chronological made better reading progress than their non disadvantaged peers, with an 8% decrease by the end of the year.