

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2022 to 2023, 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	Archway
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	48.73%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	22.09.2022
Date on which it will be reviewed	06.06.23
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Ross Waterson/Christine Newton
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,668
Recovery premium funding allocation this academic year	£37,329
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	£91,997

Part A: Pupil premium strategy plan

Statement of intent

This strategy has been formulated with the intention to provide disadvantaged pupils with support to develop skills in mathematics, reading and resilience. On the back of the pandemic attendance of some pupils has also been a concern so this is an area where resources will be deployed to aid improvements.

Additionally, the strategy will aim to improve young people's emotional and mental health and prepare them for the world of work and further education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupils
2	Emotional & mental health of pupils
3	Gaps in Mathematical knowledge caused by poor attendance & exclusion. Lower than average reading age.
4	Lack of opportunity to develop appropriate resilience, social skills and explore the wider world
5	Lack of opportunity for alternate provision or college places
6	To provide opportunities and experiences to increase their knowledge of the world of work and further 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
Attendance to improve from 63% to an average of 70% for PP pupils	Average attendance for this group increases towards 70% and pupils will demonstrate greater levels of resilience and motivation.
Attainment in Mathematics increases	90% of PP pupils within 0.5 of a grade of their end of year target
Identify pupils to have further access to alternative provision	Identified pupils who require an alternative provision to be delivered receive a bespoke pathway
PP pupils below age related reading age to receive additional support/intervention	Reading ages are boosted to functional levels, so they can access the curriculum

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: **£41,234**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic phonics training for intervention HLTA/Teacher, £320 per course per place plus expenses £1,000	EEF Teaching assistant interventions +4 impact Making the best use of Teaching Assistants guidance report EEF phonics +5 impact EEF reading comprehension strategies +6 impact EEF Preparing Literacy guidance report EEF Phonics guidance Pupils will receive 1:1 tuition in phonics, where appropriate, and develop reading strategies and fluency.	2,3

<p>HLTA Intervention to support reading and literacy with identified pupils £19,000</p>	<p>EEF Teaching assistant interventions +4 impact</p> <p>Making the best use of Teaching Assistants guidance report</p> <p>EEF phonics +5 impact</p> <p>EEF reading comprehension strategies +6 impact</p> <p>EEF Preparing Literacy guidance report</p> <p>EEF Phonics guidance</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds(EEF).</p> <p>Functional KS3 reading age needs to be at least 10 yrs. KS4 GCSE functional reading age needs to be 15 years 7 months</p>	3
<p>Provide clear support for families to engage students in education and provide enhanced support to our most vulnerable students (PSA support) £21,234</p>	<p>EEF Social and Emotional learning +4 months impact</p> <p>EEF Improving behaviours in schools guidance</p>	1

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

Budgeted cost: **£40,243**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to Maths watch (KS3 & KS4) and subsequent use for intervention on a regular basis. £540</p>	<p>EEF- Mastery Learning</p> <p>Termly analysis of Mathswatch progress.</p> <p>Termly analysis of pupil progress via flightpaths.</p>	3
<p>Contribution to alternate provision costs £39,703</p>	<p>Pupils accessing alternate provision/college demonstrate increased attendance, and will be better prepared for adulthood.</p>	4,5

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

Budgeted cost: **£10,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running costs for school transport to enable students to access the centre £1,750	Attendance and engagement increases	1
Breakfast club £500	EEF- Social and Emotional Learning (check-ins) Pupils using breakfast club – list kept of pupils Attendance increase	1
Wellbeing Sessions £500	Two members of staff allocated as “Wellbeing Ambassadors” to work with students identified as requiring support during the academic year. This is provided by our ‘Mental Health Champions’.	2
Cultural experiences for pupils including academic trips to the theatre and Outdoor Education £1,750	Pupils to get the opportunity to attend events relating to the curriculum and improving wellbeing and cultural capital	3, 6
KS3 and KS4 Creative PSHE and Careers curriculum £1,020	To support the learning of pupils in both key stages around PSHE and Careers.	
Mountain Bikes and associated equipment to support mental health and wellbeing £5,000	To deliver practical skills, team building and social skills, whilst offering fitness and positive thinking. This will also help with promoting health and wellbeing, and a greater by in to education	2, 4

Total budgeted cost: £91,997

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 2021 to 2022 academic year.

All staff to complete at least 3 courses on the National College website. All staff to be given “Training for student progression” sheet. Staff to identify at least 3 courses on the National College website and which students this course will support

All staff have accessed 2 courses at present, initial safeguarding courses in Prevent, annual safeguard update and understanding sexualised behaviours.

Individual staff will identify the course that best suits their needs in their role within Archway - This is a work in progress due to staff absence relating to COVID 19.

Subscription to Maths watch (KS3 & KS4) and subsequent use for intervention on a regular basis.

This has been moderately successful in terms of pupil response in lessons but the increase in KS3 pupils necessitated the use of the computer room which restricted KS4 use within school. KS3 have been using Mathswatch regularly and improvements are being seen. It is difficult to see the exact impact of Mathswatch on the progress in Maths due to the level of behaviour seen from KS3 with many new starters.

KS4 were generally positive about using the system and many were making good progress on it having completed at least one unit of work on the system.

Authors (external) – workshops, Theatre, speakers & assemblies

Strabag International construction 24.11.21 presentation and group work

Feb 22: Middlesbrough Little Theatre, Year 11 trip to see “A Christmas Carol” to support learning for GCSE.

This previously had to be scaled back dramatically due to COVID 19.

External groups for PSHE to deliver assemblies/workshops comprising RSE, Harassment, Consent etc. This will extend to educational

Evidence of educational trips going out for different subjects. - Not completed due to staff shortages due to covid/staffing.

A requisition form was completed for an organisation to come in and do some workshops and Prison Me No Way, but, due to covid complications and availability this could not take place and will be revisited in the new academic year.

We are with you, came in and did a County Lines workshop and staff have undertaken training on County Lines. The impact of this has been making staff more aware and raised awareness. Police assembly around county lines, child exploitation. The combination of both sessions has highlighted work that was done around VEMT and mapping of our pupils and adult associates that has been shared in safeguarding forums.

Targeted intervention for Reading & Maths

Two staff members – HLTA and TA, Jan 2022-July 2022

HLTA working with identified pupils for Maths – The HLTA was instead used for the influx of KS3 pupils that came in. This will need to be remedied for September 22.

The additional HLTA/TA to support an additional KS3 class group has had a positive effect on the behaviour of these pupils. Class sizes have been reduced to more acceptable levels, behaviour issues have been reduced due to size and targeted intervention for individual pupils has been able to take place.

The additional HLTA was not filled, however, a review of our curriculum and attendance, identified several pupils that would benefit from Home Tuition. A Home Tutor was sourced and appointed in April 2022 and has delivered GCSE to several non-attenders boosting attendance and learning

Pupil A Year 11, attendance increased by 11%

Pupil B Year 10, attendance increased by 30%

Pupil C Year 11, attendance increased by 8%

Pupil D Year 11, attendance increased by 5%

Breakfast club

Attendance increase – pupils have consistently used breakfast club and spent time with staff in a social environment allowing them to relax prior to attending lessons. This underpins our view that young people need to feel safe in their environment and happy in their classrooms so they can fully engage in their education and learn.

Contribution to alternate provision costs

Pupils accessing alternate provision/college and increased attendance – pupils are successfully attending AP.

More bespoke packages have been put in to place to support our most dis-affective pupils. This has not only had a positive impact on behavior in Archway but has given pupils the right blend of academic and vocational timetable to support learning.

Running costs for school transport to enable students to access the centre

Pupils on bespoke packages including AP have been transported to and from their AP to support attendance/learning.

Attendance increases – this was working but with the GCSE exams, most of the Year 11 were only attending on their exam days. It was agreed to allow them to go home if safe to do so after exams to support behaviour.

Swimming Lessons

2 classes per week

14 week programme from 1.11.21 – 18.02.22

(Due to PD Days, 2 weeks will consist of only 1 group attending)

Cancelled due to transport and the changes to the KS3 provision. The increase in sizes in classes at KS3 meant transport and staffing were not available to deliver swimming.

Outdoor Education continued and the new KS3 class have also had Outdoor Education added to their curriculum.

To extend the opportunities to extend outdoor education and outdoor specialist was sourced and ran a small forestry club within the grounds to KS3. The focus of this was developed to improve team building, and problem solving skills

43% of pupils achieved five or more GCSEs or equivalent qualifications, with 12% achieving six, 9% achieving seven and 9% achieving 8.

The number of students achieving five or more GCSE or Level 1/2 Qualifications is significantly higher (+26%) than the pre-Covid figure in 2019.

Additionally, students received 3.8 (+ 0.5) qualifications on average across the cohort compared to the 2019 average.

The KPI for GCSE value-added measures to be within 0.5 of target was -0.48 for English (-0.29) and maths (-0.66) combined. So, this indicator has been achieved.

The KPI that requires 100% of leavers at the end of Key Stage 4 to achieve accreditation in English and Maths was not achieved with only 63% (22/35) reaching this indicator.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation