

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023 to 2024, 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	69
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	14.09.23
Date on which it will be reviewed	04.06.24
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	£56,408 (estimated)
Recovery premium funding allocation this academic year	£30,636
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	£87,044

Part A: Pupil premium strategy plan

Statement of intent

This strategy has been formulated with the intention to provide disadvantaged pupils with support they need in attending school, experiencing new cultural experiences and building resilience. Schools are still seeing the aftereffects of the pandemic and 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.

It is also important to provide clear support for families to engage pupils and provide enhanced support to our most vulnerable pupils

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	To provide clear support for families to engage pupils and provide enhanced support to our most vulnerable pupils
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.
7	To support identified pupils who are struggling to access the curriculum and need 1:1 support for 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
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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.
To support pupils and families who have SEMH difficulties	Pupils with SEMH difficulties can manage their behaviour better and reduce their barriers to learning.
Identify pupils to have further access to alternative provision	Identified pupils who require an alternative provision to be delivered receive a bespoke pathway
To support reading for greater access to the curriculum	More pupils are functional/confident readers so that they can access the curriculum and improve their outcomes

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: **£40,234**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA - Alternative Provision, to support with behaviour, outcomes and attendance £19,000	EEF behaviour interventions +4 EEF Social and Emotional learning +4 months impact Attendance Improves due to bespoke curriculum packages The correct curriculum package supports the behaviour of pupils and this will also improve outcomes AP pupils bespoke package involves gaining a qualification in Maths and English	3, 4
Provide clear support for families to engage pupils in education and provide enhanced support to our most vulnerable pupils (PSA support)	EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools' guidance	1, 2

£21,234	Support with attendance and engagement	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£40,810**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading intervention £1,085	<p>EEF Teaching assistant interventions +4 impact</p> <p>Pupils will benefit from a bespoke intervention plan delivered on a 1:1 basis or small ability-based group to minimise distraction and maximise professional support</p> <p>Digital First news for 70 pupils</p> <ul style="list-style-type: none"> • Activities automatically assigned at each pupil's reading level • Instant, automatic marking available • Points are rewarded based on pupils' accuracy • Ideal for class, homework and remote learning • Reporting dashboard to monitor progress and reward success through personalised badges and certificates • Customisable features, including the flexibility to automate or select activities 	4, 7
Contribution to alternate provision costs £39,725	<p>Pupils accessing alternate provision/college demonstrate increased attendance and will be better prepared for adulthood.</p> <p>For all pupils who are on Alternative Provision to gain qualifications in English and Maths that reflect their targets.</p>	4,5

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

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running costs for school transport to enable pupils to access the centre £2,000	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
Cultural experiences for pupils including academic trips to the theatre and Outdoor Education £2,000	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 £1,500	To support the learning of pupils in both key stages around PSHE and Careers.	6

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Support for English KS3 curriculum. Bigfoot Arts Education

Shakespeare workshops took place for KS3 in Archway to support the English Curriculum. Trip to The Globe Theatre to look at how a theatre operates and meet staff. This is also linked to Careers and to personal development.

In April 2023, the pupils also took part in Shakespeare workshops with actors who came in to allow pupils to experience a broader English Curriculum.

HLTA Alternative Provision to provide support with attendance, safeguarding and transport to AP

Funding was used to provide a personal tutor for all the pupils that attend alternative provision. As well as ensuring a consistent approach to their academic education, this has also supported welfare and safeguarding checks, as well as provide opportunities for quality assurance of AP providers. With this in place transport to and from AP has been consistent, and reports/communication with AP providers has improved.

Provide clear support for families to engage pupils in education and provide enhanced support to our most vulnerable pupils (PSA support)

The PSA has provided invaluable support to pupils, parents, professionals and SLT. Safeguarding concerns are dealt with effectively, and parents/carers and pupils benefit from having the PSA on site. PSA also has the capacity to attend meetings and do home visits as and when required. Weekly meetings with PSA and Deputy head of Trust Safeguarding mean safeguarding is effective. Safeguarding is discussed with the PSA as part of weekly SLT meetings and the PSA is fully up to date with safeguard procedures/courses.

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. Breakfast can also be available to pupils who are late or have a legitimate reason for being late. The key is to understand the context of our pupils and cater for their needs.

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 an academic and vocational timetable to support learning.

With additional funding we can offer a wider range of AP.

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

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

Attendance increase-this is working and allowing the HLTA for AP to carry out welfare visits and discuss any issues relating to AP and behaviour.

Mountain Bikes and associated equipment to support mental health and wellbeing

8 x Mountain bikes and equipment purchased.

2 staff members attended Mountain Bike Leaders training March 23.

Risk Assessments carried out and first course was completed at Hamsterly Forest May 23. Pupil feedback very positive, and all saying that the experience was 'amazing' and it gave them an opportunity to travel to parts of the country they have never been before. Further educational trips to follow in the new academic year.

Supporting Pupil Wellbeing- Bungalow Project -Play Therapy

12 weeks Play therapy for 2 KS3 Pupils, was carried out from April 2023 until the end of the summer term. The two pupils were identified due to their immaturity around school and the need for positive interaction with adults on a 1:1 basis. On reflection, this did not see the desired affect around school and in the classroom. The cost compared to the outcomes were not sufficient to run it again the next academic year.

Cultural experiences for pupils including academic trips and Outdoor Education

Membership secured with the National Trust to provide Outdoor Ed opportunities for KS3 pupils. Trips have already taken place to Northumberland, County Durham and parts of Yorkshire. These educational visits have been welcomed by pupils who have shared their positive experiences with staff and looked forward to going. Visits reinforces curriculum offer. This membership will be renewed.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation