

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2024 to 2025, 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	68
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	08.10.24
Date on which it will be reviewed	03.06.25
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Ross Waterson/Christine Newton
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,000 (estimated)
Recovery premium funding allocation this academic year	£0
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	£65,000

## 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
------------------	------------------

Attendance to improve from 55% to an average of 60% for PP pupils	Average attendance for this group increases towards 60% 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 **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 <b>£19,000</b>	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) <b>£21,234</b>	EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools' guidance  Support with attendance and engagement in lessons and in social time	1, 2

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

Budgeted cost: **£14,766**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading intervention</p> <p><b>£1,085</b></p>	<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"> <li>• Activities automatically assigned at each pupil's reading level</li> <li>• Instant, automatic marking available</li> <li>• Points are rewarded based on pupils' accuracy</li> <li>• Ideal for class, homework and remote learning</li> <li>• Reporting dashboard to monitor progress and reward success through personalised badges and certificates</li> <li>• Customisable features, including the flexibility to automate or select activities</li> </ul>	<p>4, 7</p>
<p>Contribution to alternate provision costs</p> <p><b>£13,681</b></p>	<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>	<p>4,5</p>

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club <b>£500</b>	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 <b>£2,000</b>	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 <b>£1,500</b>	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 2023 to 2024 academic year.

### **Academic Outcomes**

At the end of year 11 the disadvantaged cohort of pupils achieved in line with their peers leaving Archway with an average of 4.7 (-0.1) accredited qualifications. All students across the cohort were supported to gain qualifications in both English and Maths. Additionally, 86% achieved GCSE level passes in both English and Maths which was also in line with their peers.

### **Targeted reading intervention**

Group and 1:1 reading interventions secured the following gains across the cohort:  
54% of the KS3 cohort increased their reading ages from several months to three plus years.  
KS4 students made similar gains with 80% improving their reading ages over the course of the year.

### **HLTA Alternative Provision to provide support with learning, 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.

100% of students accessing AP achieved an accredited English and Maths qualification.

### **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 were and 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**

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.

Our HLTA in the Summer of 2024 also supported Phoenix AP with safeguarding as part of our continued commitment to collaborative working. This will continue into 24-25.

### **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.

### **Cultural experiences for pupils including academic trips and Outdoor Education**

Membership secured with the National Trust to provide Outdoor Ed opportunities for KS3 pupils. A Shakespeare workshop came into school in April 24, Coulby Newham Farm visit in Jan 24, Careers conference at Middlesbrough FC, and a number of visits to Cod Beck, Fountains Abbey, Whitby and many more locations normally out of reach to our young people.

These educational visits have been welcomed by pupils who have shared their positive experiences with staff and look forward to going. Visits reinforces curriculum offer. This membership will be renewed 24-25.

## Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding (optional)

Measure	Details
N/A	

## Further information (optional)

**Additional activity**

**Planning, implementation and evaluation**