

## Pupil premium strategy statement – ARK WALWORTH ACADEMY

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ark Walworth Academy
Number of pupils in school	1100
Percentage PP	52.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	29/11/2021
Date on which it will be reviewed	September 2022
Statement authorised by	J. West
Pupil premium lead	Kathryn Shaw
Governor / Trustee lead	Finance Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£468,905
Recovery premium funding allocation this academic year	£71,630
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	£540,535

## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy is based on improving life chances and reducing the gaps between students in receipt of pupil premium and those who are not in terms of attainment, attendance, behaviour incidents, wellbeing, and access to wider opportunities. Our plan is based on looking at what has been effective in previous years, continuing to use these strategies and focussing on what needs to be implemented in the light of COVID and other changes affecting our students. These will all be tracked throughout the year and reviewed.

#### What is Pupil Premium Funding?

Pupil premium is funding allocated to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Students who are eligible for Pupil Premium funding are those who are eligible for free school meals or have been eligible at any time in the last 6 years, pupils who have been adopted from care, who have left care, and children who are looked after by the local authority. Students who have a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence are eligible for Service Pupil Premium.

#### Pupil Premium in the 2021 – 22 Academic Year

Due to the disproportionately high impact of COVID 19 on the education of disadvantaged pupils, the Recovery Premium has been introduced. This is an additional payment for students eligible for Pupil Premium and will be encompassed into the Pupil Premium Strategy as the aims are aligned. When writing our strategy, we have taken into consideration the specific impact on our pupils of COVID and have aimed to address these needs.

#### How we approach this in school

Schools are best placed to assess the needs of their own pupils so create a Pupil Premium Strategy which outlines how to drive attainment, drawing from evidence of effective practice. This is then mapped under the following headings: **Teaching, Targeted Academic Support, and Wider Approaches.**

#### Key Strategies in supporting children eligible for Pupil Premium Funding

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Ark Walworth Academy:

- **Never confuse eligibility for the Pupil Premium with low ability** and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly **analyse** which pupils are underachieving, particularly in **English and Mathematics**, and why to target support.
- Draw on **research evidence** (Education Endowment Foundation) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

- Ensure **Quality First Teaching** is at the forefront of everything we do.
- Use **achievement data** frequently to check whether interventions or strategies are working and adjust accordingly.
- Make sure that support staff, particularly **teaching assistants, are highly trained** and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful **feedback** about their work, and ways that they could improve it using home learning quizzing and TriWeeklies.
- Ensure that the **Senior Leadership Team** has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and **subject teachers know which pupils are eligible** for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a **clear policy on spending the Pupil Premium**, agreed by governors and publicised on our website.
- Provide well-targeted support to improve **attendance, behaviour or links with families** where these were barriers to a pupil's learning.
- Thoroughly involve **governors** in the process, enabling them to hold the school to account.
- Be able, through careful monitoring and evaluation, to **demonstrate the impact** of each aspect of their spending on the outcomes for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Attainment Gap: Priority for Literacy
3	Wellbeing, mental health and safeguarding concerns
4	Access to enrichment and wider opportunities to develop cultural capital
5	Behaviour incidences and exclusions data

## 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
To improve attendance for pupil premium students	95% attendance target for students eligible for Pupil Premium

Percentage PP

To reduce the attainment gap between students in receipt of Pupil Premium and those without.	Reduce the progress 8 gap between pupils eligible for pupil premium and those not eligible to less than 0.2 grades per subject.
To support students through recovery and mental health after covid	This should be evident in qualitative data but also reflected in attendance and progress.
Develop cultural capital and access to enrichment and wider opportunities	Students will read 6 books a year, attend at least one trip per year, participate in a minimum of 3 enrichments encompassing mind, body and soul.
Reduce internal exclusions	Reduce internal exclusions and keep the proportion of internal exclusions achieved by pupils in receipt of pupil premium in line with their peers. Continued use of offsite partner schools to ensure fixed term exclusions remain below London and national average (FTE's).

## 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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery, Maths Specific department CPD	Previously it was highlighted there were significant gaps in performance between PP students and their peers. 2021 results showed only 54% of pp compared to 79% of non pp students achieved a 4 or above in maths.	2
Ark Secondary Music Programme (Teaching Resources)	Improving the quality of teaching – staff have been observed last year as being proficient or better in observations using this Programme. Giving our students access to wider pools of professional musicians and collaboration opportunities.	2, 4
Teachers need to be aware of exactly who is PP and get to know them. This includes digital seating plan module which highlights PP students	PP students must be identified on seating plans and placed in 'easy' to reach/engage seats. This will allow teachers to focus on them and seat them in the best place to learn.	2

Percentage PP

<p>Tutor Time Reading - supported by training activities for tutors to implement consistently well.</p>	<p>Reading comprehension strategies can result in very high impact in terms of progress according to EEF. Around 50% of our students join us significantly behind their chronological age as a reader. Tutor time reading serves the purpose of modelling the joy of reading and how to read whilst giving access to wider vocabulary and writing styles.</p> <p>Student voice from last year revealed that students liked the communal experience of reading together and getting the chance to read a book they would not normally read in an English classroom.</p>	2, 4
<p>RSE Curriculum-delivering RSE lessons to students and CPD to staff</p>	<p>Staff survey showed they we're very unconfident with delivering RSE and had had very limited CPD due to COVID. This is critical to students' wellbeing, safety and future choices.</p>	2, 3
<p>Developing the Assessment cycle in school to forensically close gaps in prior learning.</p>	<p>Tri-weekly assessment cycle online and marked automatically.</p> <p>Gaps in knowledge unpicked and addressed in co-planning sessions to allow effective feedback and re-teach next lesson.</p> <p>Network diagnostic assessments to provide data for the term to date. Marked online to give more time to departments for planning lessons to address gaps.</p>	2
<p>Extended curriculum classes in Year 10 and 11. Continue to ensure class sizes are small in Maths and English at KS4.</p>	<p>This allows teachers to give students more attention. This was an effective strategy in the academic year 2018/19 (before COVID) for Yr11 English classes where PP students are now out-performing non PP students.</p>	2
<p>Extended nurture group tutor classes for year 8 to support development.</p>	<p>To reduce instances of poor behaviour for students eligible for pupil premium in year 8. This is especially pertinent after COVID as students in this year group have missed a lot of important transition practice into secondary school.</p>	1,2,5
<p>EAL Teacher</p>	<p>EAL Lead teacher to support 18 Afghanistan refugee students recently arrived in the UK and AWA.</p>	2,3,4

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

Budgeted cost: £183,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended study sessions (ESS) for all year groups	Subject specific and target-led intervention drives results. Weekend and holiday intervention will be targeted around particular papers.	2
Extended study supervisor (Internal appointment)	Overwhelming numbers of students wanting support with study after school following the periods in school during COVID.	2
Year 11 intervention Group	Due to COVID, students have missed a great deal of study more significantly impacting pp (80%). 10 students have been identified who are two or more grades from their target grades and will have individualised plans by the Year 11 Team (MAM)	2
Literacy intervention programme	Significant crossover between students with levels of literacy below their chronological age and those eligible for PP. Many students regressed in their reading ages due to COVID. We have an obligation to prioritise literacy and the network strategy will support this.	2
Fresh Start- In school support package	To support phonics teaching. Improved understanding of reading at a basic level will open opportunities for the wider curriculum.	2
EAL support for incoming refugee students	EAL support for 17 Afghanistan refugee students recently arrived in the UK and AWA.	2,3,4

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

Budgeted cost: £200,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance rates for PP students.	Continue the progress of the last 2 years (pre covid) as gap had narrowed:	1

Percentage PP

<p>Intervene to prevent PP students becoming Persistent Absentees (PA)</p>	<p>2017/18- PP 93.0% and non PP 95.0%  2018/19- PP 93.8% and non PP 94.9% 2019-20 PP 92.21 Non PP 93.86  2020-21 PP 89.04 Non PP 90.54</p> <p>Action is needed to support them being in school to benefit from any other strategy we're operating. More intensive multi agency work is needed, in particular due to impact of COVID on hard to reach families.</p>	
<p>Provide staffing for The Unit to deliver consistency, challenge, and support for students with the aim of avoiding FTEs. Continue to have a model which can support students to address the behaviours which caused them to be sanctioned. Ensure staff are able to facilitate a restorative element. Reduce FTEs for PP students, ensuring less learning time is lost.</p>	<p>Data from 2018 – 19 (included due to COVID): Since the new structure of The Unit in Jan 2019 PP students have been overrepresented. Jan 2019 – End of term saw 319 PP students in The Unit and 118 non PP students. Since Easter 19 (start of new Unit Manager) the amount of PP students that have been in The Unit has been reduced by 50%. Since Sept 2019 – March 2020 just over 50% of internal exclusions (IE) are from PP (56 out of 104) this demonstrates an overall reduction in IE in comparison to previous academic years.</p> <p>76% of unit referrals in 2020/1 were for PP students which shows a rise in % but statistics are not representative due to COVID.</p> <p>The use of the Unit has ensured no FTEs for any PP/non PP students.</p>	1, 3, 5
<p>Part time Family Support Worker, adding an additional day.  Engage 'hard to reach' families in school processes.  Upskill families with parenting.  Provide effective home/school liaison and referral to third party agencies.</p>	<p>Since Sept 2020-July 2021 the Family Support Worker engaged 31 students (19 PP) and their families and improved engagement and attendance. He has supported students back to school after poor attendance/time out of school. He has supported students who have part time timetables and school refusers back onto full time, with differentiated help. He has supported one student into hospital school and five students into managed moves and off site providers. He has supported three students at partner school internal exclusions.</p>	1, 3, 5
<p>Parents Evening System Online appointment booking software which allows the school to monitor PP families who have not booked an appointment and provide reports on</p>	<p>Using this system will allow us to reserve spaces for PP to ensure slots are convenient for them. DOP's, HODs and SLT will be reminded of who the PP students are and will be closely involved in ensuring their families attendance. EEF states that improved parental engagement will make a moderate impact of 4 months of additional progress.</p>	1, 2, 5

attendance for PP families at Parents Evenings. Releasing PP slots day before the appointments go live for other families.		
Counselling Service to support targeted students. <a href="#">Including mental health practitioner in light of COVID – NB, this strand paid for by the Walworth Fund for the academic year 2020/21</a>	Complex social circumstances often affect PP students – Safeguarding caseload shows disproportionate representation of PP students 68% of students with a social worker are eligible for Pupil Premium.  90% of students on a Child Protection plan are eligible for Pupil Premium.	3
Schools visits (local, residential and abroad)	Students have had limited access to enrichment, not only due to their circumstances but due to COVID so this, if tracked carefully, will ensure they can experience a range of visits and trips. These opportunities are likely to include seeing plays/musicals/MFL trips/ Geography field trip amongst others.  Students are tracked to ensure that we have an equitable exposure to culturally enriching experiences and those advantageous to securing better HE opportunities. The proportion of PP students on these visits should mirror the proportion of the school cohort.	2, 4
Subsidise Peripatetic Music Lessons for PP students.	All students should be enabled to choose subjects from a full suite of options, with the opportunities to meaningfully engage with those. Music can be an elite subject and we want to remove these barriers for students. It also allows them to develop independent study skills and increases cognitive ability and creative expression, in addition to supporting destinations beyond KS5.	2, 4
Provide Free Breakfast (higher quality than basic breakfast). <a href="#">Paid for by Walworth Fund 2020/21</a>  7.45am to 8.8.15am	Magic Breakfast study at primary level by the EEF Cost of living rises set against lower wage increases for low income families	3
'Get Fit' BootCamp and preschool fitness activities	Fitness Bootcamp on Tue and Thur before school 6.45am – 7.45am. Specific PP have been personally invited, improving healthcare outcomes and also providing additional engagement in school, challenging poor punctuality.	3, 4

1100

Cooking Lessons - CRI will run small invite only cookery club with small group of PP students on termly cycle.	Health issues are more prevalent in the PP community. Low income families are usually unaware on how to cook healthy meals on a budget.	3, 4
Uniform voucher (£65) for incoming Yr7 students, and in year (PP) students.	The cost makes the bespoke items accessible, we have had very positive feedback from Yr7. Uniform costs can be quite expensive for families on low income	3
Uniform, Travel and family support for incoming EAL students.	Well-being support for 17 Afghanistan refugee students recently arrived in the UK and AWA to assist with accessing full time education.	2,3,4

**Total budgeted cost: £ 468,905**

Percentage PP

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Quality of Teaching for All			
Action	Intended outcome	Estimated Impact	NAME
Dedicated Workload for Attendance Officer. Continue with work that began last year as gap has narrowed: 2017/18- PP students 93.0% and non PP 95.0% 2018/19- PP 93.8% and non PP 94.9%  2019-20 PP 92.21 Non PP 93.86  2020-21 PP 89.04  Non PP 90.54	Raise attendance rates for PP students. Intervene to prevent PP students becoming PA	Community classroom was offered to over 200 students who attended during lockdown.  54% of those students were eligible for Pupil Premium  <b>COVID stats:</b>  <b>2020-21:</b> <b>PP 89.04</b> <b>Non PP 90.54</b>	RWI
Maths Mastery, Maths specific department CPD	Increase knowledge base and effectiveness of teaching within the Maths Curriculum. Effective for	New staff have been trained in mastery the impact is difficult	KEP

Percentage PP

	the last 2 years so continuing with the programme, taking into account new staff.	to estimate due to COVID.	
<b>Targeted Support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated Impact</b>	<b>NAME</b>
Small Maths intervention Group (Yr10/11) conducted with graduate Teaching Assistants	Targeted students will be asked to attend for term. Intended target to increase attainment.	Due to COVID this intervention was unable to take place. GTAs ran digital sessions for groups of students.	KEP
Provide staffing for The Unit to deliver consistency, challenge, and support for students with the aim of ensuring students with aim of avoiding FTEs. (Continue for a third year)	Reduce FTEs for PP students, ensuring less learning time is lost. Continue to have a model which can support students to address the behaviours which caused them to be sanctioned. Ensure staff are able to facilitate a restorative element.	There were no FTEs for any YPs  Internal exclusions on tariff system were 97 across the broken year.  76% were PP	RWI
Part time Family Support Worker	Engage 'hard to reach' families in school processes. Upskill families with parenting. Provide effective home/school liaison and referral to third party agencies.	Worked consistently with 31 families of which 19 were PP.  No Fixed Term Exclusions.  Three managed moves.  All families were supported to attend school meetings and to have their voice heard.  One student accessing hospital school as a result of joined up	RWI

		working led by FSW.	
School App – Implementation up and running to support communication with PP parents	Enabling PP families to contact school at no cost at all via a smartphone app. Providing families with up to date information (positive and negative) in an accessible way. Ensuring simplicity of communications – including where interaction is required.	We ran an App information evening – take up was poor, this was due to the changing nature of the covid situation.	EMI/SBA
Support for parents: Parents Evening System renewal. Virtual open evenings film to support hard to reach groups.	Online appointment booking software which allows the school to monitor PP families who have not booked an appointment and provide reports on uptake for PP families at Parents Evenings. To reach families who cannot access the site due to COVID or other disadvantaged factors.	Due to Covid we were unable to run any Parent's Evenings.  The cost of the software was, however, borne as we had intended to use it and the licence was purchased.	SBA
Counselling Service to support targeted students. Including mental health practitioner in light of COVID.	Enable students to develop safe methods of tackling personal difficulties to remove barriers to learning.	Awaiting stats from the Place 2 Be in end of year review Nov 2021.	RWI
Continuation of Literacy Intervention – RUTH MISKIN PROGRAMME – Confirmation about the specific programme will come from data analysis from Sept 2020 NGRT testing	Enable better access to the wider curriculum.  In 2018 – 19 the programme was up and running with success – Students taking part in the program on average moved their reading age along 30 months in a year, 31 Of 71 students involved were PP.	<u>Year 7</u> = Average progress made by pupils involved in the programme from Sep - July = 28.1 months.  <u>Year 8</u> = Average progress made by pupils involved in the programme from Sep	IAL/KSH

		<p>2020-Mar 2021 = -4.6 months.</p> <p>Average progress made by pupils Sep 20-July 21 = 17.1 months.</p> <p><u>Year 9</u> = Average progress made by pupils involved in the programme from Sep 2020 - Mar 2021 = 4.5 months.</p> <p>Average progress made by pupils Sep 20-July 21 = 27.3 months.</p> <p>March test will have been completed following a 3 month period of lockdown. This shows the huge impact that 3 months lockdown had on our pupils' reading ages from Jan-Mar.</p>	
<p>Extended study sessions (ESS) The scheduling will need to be revised in line with bubbles (unlikely to involve Saturdays).</p>	<p>Improve outcomes for Y11 PP students</p>	<p>This was difficult to measure due to COVID. Our staff worked at our 'community classroom' during lockdown doing reading with students eligible for literacy support to ensure progression continued.</p>	<p>KEP/KSH</p>

Geography Field Trip We will pay for it to take place even though it has been removed as a compulsory element of the exam so that students can be well equipped for A Level.	Close experiential and knowledge gaps between PP students and their peers.	This was not possible due to COVID restrictions.	SKH/SBA
Ark Secondary Music Program (Teaching Resources)	To improve quality of teaching.	The average GCSE grade for Pupil Premium students was 4.9, this is 0.1 above the whole cohort average based on CAG's 2020.	LCH/KSH
Sport/PE provisions provided as part of enrichment. Currently accessible by year 12 only; hoping to expand later in the year.	To improve student's ability to access quality sport and new opportunities.	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Football</li> <li>• Kwikcricket</li> <li>• Netball</li> <li>• Rugby</li> <li>• Running</li> <li>• Table tennis</li> <li>• Trampolining</li> <li>• Ultimatecomp</li> </ul>	GME/KSH
<b>Other Approaches</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated Impact</b>	<b>NAME</b>
Subsidise Peripatetic Music Lessons for PP students. A plan in place despite COVID to start in term 1 for years 9 – 13 and in term 2 to include year 7 and 8.	To enable PP students to access a more traditional and 'aspirational' curriculum, requiring resource.	<p>50% of our peripatetic pupils were in receipt of pupil premium, this is above the whole school percentage (38%).</p> <p>There was an increase in ABRSM grade exams which makes the students more competitive in university application.</p> <p>Students have increased their attendance in music enrichment activities including the COVID-choir.</p>	LCH/KSH

Provide Free Breakfast (higher quality than basic breakfast). 7.45am to 8.10am.	Support PP student's attendance and punctuality to school. Ensuring PP students are fed to support learning. Breakfast Club relaunched – better environment with board games.	Due to COVID restrictions we were unable to provide hot breakfast for students but instead provided all students with a cereal bar and fresh fruit at each year group entrance.	EMI SBA/MPH to manage two TAs that will be in Dining Hall.
Cooking Lessons - Charlotte will run small invite only cookery club with small group of PP students on termly cycle. Suspended for term 1 with a view to run in Spring term.	Students able to prepare meals from scratch enabling savings on ingredients.	Due to COVID restrictions, we were not able to provide this activity to our PP families.	EMI
Uniform voucher (£65) for incoming Yr7 students, and in year (PP) students.		Happened – all students were issued a £65 voucher. Feedback very positive.	SBA/Pastoral Team
MFL Trip to Spain (Valencia last year) Run again to different location more COVID appropriate	PP students to have trip subsidised.	This was still not possible due to COVID restrictions.	VDI/KSH
Summer Transition Class for incoming Yr6 students. Didn't happen last year but want it to run in August 2021 if COVID safe.	To help make the transition from KS2 to us as smooth as possible.	We had a Summer Camp/School. All Year 6 into 7 students were invited. We had around 120 students attending each day.	SBA
Extended curriculum classes from 7 to 8 . Continue with 2	There are now 8 classes as opposed to 7 in Yr11 and Yr9.	Improved outcomes at P8 and A8.	HODs/KEP/TMG

year groups with smaller class sizes.			
Whole school approaches	Teachers need to be aware of exactly who is PP, and get to know them. This includes digital seating plan module which highlights PP students.	Teachers have been made aware via a graphic that appears on their register (private screen only).	SBA

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Ruth Miskin Reading Programme – Now termed 'Fresh Start'	This is delivered in-house but will be uplevelled this year with the additional phonics Fresh Start programme

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	