

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Arnold Academy
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	12.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 31 st 2024
Date on which it will be reviewed	Full review September 2027
Statement authorised by	P Roberts
Pupil premium lead	G Davis
Governor / Trustee lead	P Newton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,250
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	£102,250

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. This will come as a result of the school becoming part of the RADY project (Raising the Attainment of Disadvantaged Youngsters). RADY has four Pledges:
 1. Uplift – If disadvantaged pupils achieve 10% lower scores on a test, then 10% will be added to their results, which might mean that these pupils move up sets. Most of our classes are now mixed attainment, so this does not apply very often. The idea behind this pledge, is that if the pupil was not disadvantaged, they would have been capable of more. This automatically makes targets higher and raises expectations. This may mean that the pupil needs extra support from the teacher in lessons and may also lead to intervention. For pupils who have significant SEND needs, we may not deem it appropriate to apply the Uplift.
 2. RADY will form the Golden Thread through the existing school development plan, resulting in all leaders driving RADY through their

respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture. This means that when staff are planning any school events/projects/visits etc, disadvantaged pupils are considered and planned for.

3. We will work to achieve proportional representation for disadvantaged youngsters in all aspects of school life, so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life. This means that if the school has 12% of its cohort classified as disadvantaged, 12% of pupils on things like visits and school roles (i.e. school council)
4. All colleagues within the school understand what RADY is and are able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters.

Challenges

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

Challenge number	Detail of challenge
1	Behaviour and engagement of some PP pupils
2	Attendance –PP 2% lower than whole cohort
3	Gaps in learning – English and Maths Reading – more opportunities for reading needed in school Maths – lack of times tables knowledge
4	Representation on trips, visits and within school roles i.e. Tour Guides
5	Social Skills
6	Parental Engagement
7	Low expectations in lessons
8	Mental health/wellbeing of some of our PP pupils

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
1. Improved behaviour of our PP pupils	Fewer PP pupils on report Fewer incident logged on Class Charts
2. Attendance	Whole school attendance figure in May 2024 is 93%, compared with PP at 91%. This gap will close. (Previous gap 2021 was 5%)
3. Improved Literacy and Numeracy skills	Gaps will close between disadvantaged pupils' performance in English and Maths and non-disadvantaged (evidence from department data analysis).
4. Representation on trips and visits and with school roles	If we have 13% PP, 13% of pupils on trips, visits and in key school roles such as school council
5. Social Skills	Improved social skills allows pupils to interact in a positive way around the school and in lessons. Reduction in the number of incidents in lessons related to pupils not getting along with others.
6. Parental Engagement	Parents' evening booking system statistics show that the same percentage of disadvantaged pupils' parents attend parents' evenings as non-disadvantaged.
7. RADY project - Higher Expectations in lessons, Proportional Representation and Golden Thread	- Setting of PP pupils in Maths ensures appropriate challenge Pupil surveys show: - Pupils feel that they are appropriately challenged in their lessons. - They feel that they are given the opportunities to join clubs and take part in visits and join in with roles such as tour guides. Participation of roles and trip data shows: 13% of all trips and visits are made up of disadvantaged pupils 13% of pupil roles are made up of disadvantaged pupils
8. Improved Wellbeing	Vulnerable and disadvantaged learners are in a better physical and mental place to fully access the learning opportunities the school offers. As a result, they make better progress.

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: £60,000

<https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits>

Click on the link above to read the EEF guide on how to use the Tool Kit

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes in English and Maths groups. Support groups with class sizes less than 20 in Maths.	The smaller the class size, the more individual support a teacher can give to any PP pupil. Smaller class sizes - EEF Toolkit +2 months progress Teacher feedback – EEF Toolkit +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3, 7
More Mixed Ability teaching groups	Higher expectations for all when teaching mixed attainment groups. Teaching to the top is a well-known technique that aims to raise expectations for all, offering extra support for those who need tasks broken down into smaller steps. Evidence - Teach to the Top: Aiming High for Every Learner by Megan Mansworth.	4,7
	Lower Prior Attaining pupils will be exposed to more challenging work. Uplift applied so some PP pupils move from support groups to mixed groups (in English and Maths) and from mixed to mastery groups in Maths. KS3 English moving to mixed attainment groupings from September 2024, raising expectations. Mixed attainment classes help the pastoral team make careful considerations about the mix of pupils in a class, which helps improve behaviour.	1

Staff CPD (continued professional development)– Teach to the top, adaptive teaching, challenge program, metacognition, independent learning, RADY, Cold calling Focus Five Staff induction	All pupils are appropriately challenged. Work will be adapted for different pupils. This could be through the teachers support, modelled examples, scaffolded tasks, challenge work etc. EEF Toolkit +4 months progress Metacognition EEF Toolkit +7 months Evidence - Teach to the Top: Aiming High for Every Learner By Megan Mansworth. Staff CPD has a focus on teaching to the top. PP Pupils targeted with in class verbal feedback and teachers encouraged to ask PP pupils questions every lesson. Each week, share 5 PP pupils names with staff to focus on cold calling and support within lessons. To ensure that PP remains a core part of the school culture, PP CPD to be included in new the staff induction program.	3, 4,7
Collaborative learning through lesson design	EEF Toolkit +5 Teachers provide opportunities across the curriculum for pupils to work in groups, allowing the development of social skills.	5
Small group intervention Including reading	EEF Toolkit +4 Maths and English group intervention DFE webinars (Autumn 2024) on PP strategy and intervention recommends focusing on reading to ensure PP pupils can read at age related expectations.	3,7
Buy laptops for DA pupils who have no access at home	Some PP pupils did not have access to laptops for homework. EEF Toolkit+5	3,7
RADY Project	The RADY project has had really positives impacts both in Central Bedfordshire and in many other counties. https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf DFE webinars (Autumn 2024) state that the PP strategy needs to be a whole school approach, which the RADY project promotes as part of its core principles.	7
Wellbeing support	Through pastoral mentor or other services such as Equine Therapy, Poets-in and directional. Support to meet the costs of music lessons. Outside theatre groups such as Tangled Feet performing a show with a focus on children in or from care.	8

	EEF +2 months	
Homework Club	Providing a place for PP pupils to do their homework at lunchtimes. EEF Toolkit +5	3,7
Trips/Visit support	Helping families with the cost of our academic trips and visits, ensuring that PP pupils have the opportunity to gain these experiences Providing in house outdoor educational opportunities in cases where groups of pupils did not attend some of our residential.	1, 4, 5
Peer tutoring	Giving our PP pupils the opportunity to receive or provide peer tutoring EEF Toolkit +5	3,5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading intervention groups – peer readers</i>	EEF Toolkit +5	4,7
<i>TA led intervention</i>	EEF Toolkit +4	4
<i>Small group intervention</i>	EEF Toolkit +4	4,7

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

Budgeted cost: £22,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Staff training on behaviour management in line with restorative practice	EEF Toolkit +4 Pastoral tutors, leaders and the hub put in pastoral support when pupil's behaviour is either disrupting their own learning or the learning of others.	1
Parental engagement	EEF Toolkit +4 Build strong links with parents, share concerns and positives regularly in order to turn around behaviour concerns or just to share how well PP pupils are doing. Overtime start home visits to discuss pupils needs and build relationships. The evidence for this comes from the PLP 'Hard to reach schools' unit from challenging education. Other schools have developed this practice with successful results.	6
Wellbeing	EEF Toolkit +2 Give support to pupils so that they are happier in themselves and can focus more on their learning.	2 5
Attendance	EEF Toolkit +4 months progress Engage with PP parents at an earlier stage for any attendance concerns. Positive relationships between staff and pupils and	3,6,7

	between pupils encourages pupils to want to come to school.	
Transition	Transition to and from Arnold Academy involves close communication between schools in the trust to ensure that this is a smooth process and pupils get off to a positive start.	all
Contingency fund	Based on our experiences, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	all

Total budgeted cost: £ 102220

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 2023 to 2024 academic year.

Assessment data – 2023/24

A standard age score (SAS) is a score that adjusts a pupil's raw score for their age and compares it to a nationally representative sample of pupils of the same age. The average SAS is 100, regardless of the test's difficulty.

Year 5

On entry, our PP pupils on average in Reading achieved a SAS of 93, compared with 105 non-PP. In Maths, PP pupils achieved 88, compared to non-PP achieving 98.

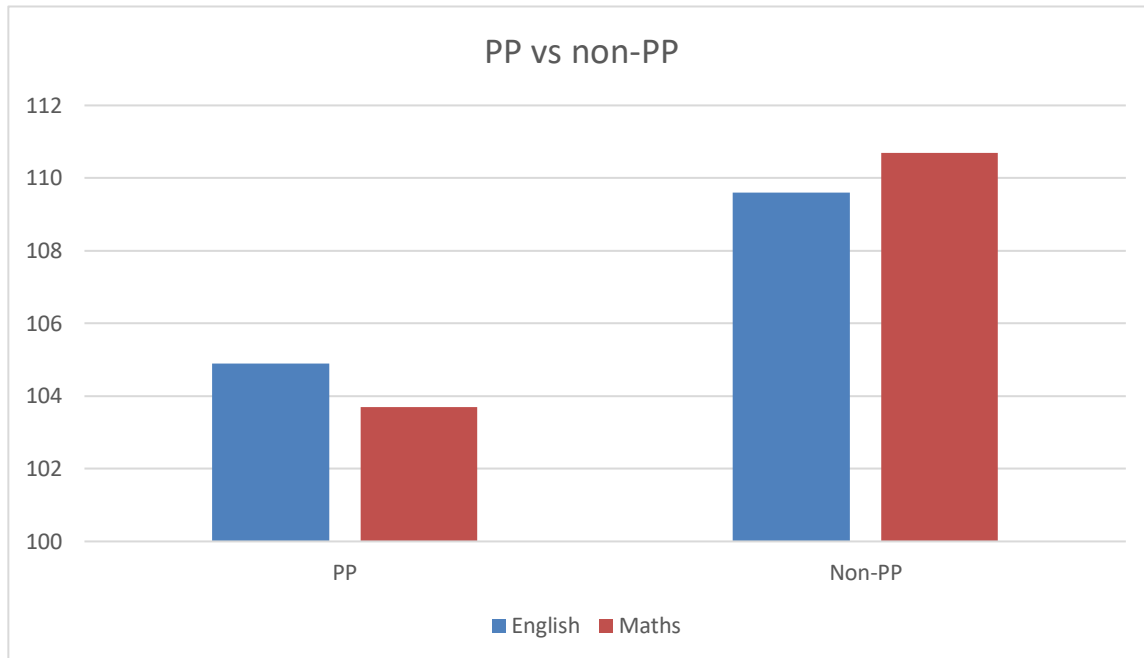
Year 6

In Reading, our PP pupils achieved on average a SAS of 101, compared with our non-PP achieving on average 105. In Maths, our PP pupils achieved on average a SAS of 100, compared with our non-PP achieving on average 105.

In order to further close the gap in Key Stage 2, we are introducing targeted reading interventions starting in Year 5, aiming to equip pupils with the necessary skills to fully engage with the entire curriculum.

Year 7

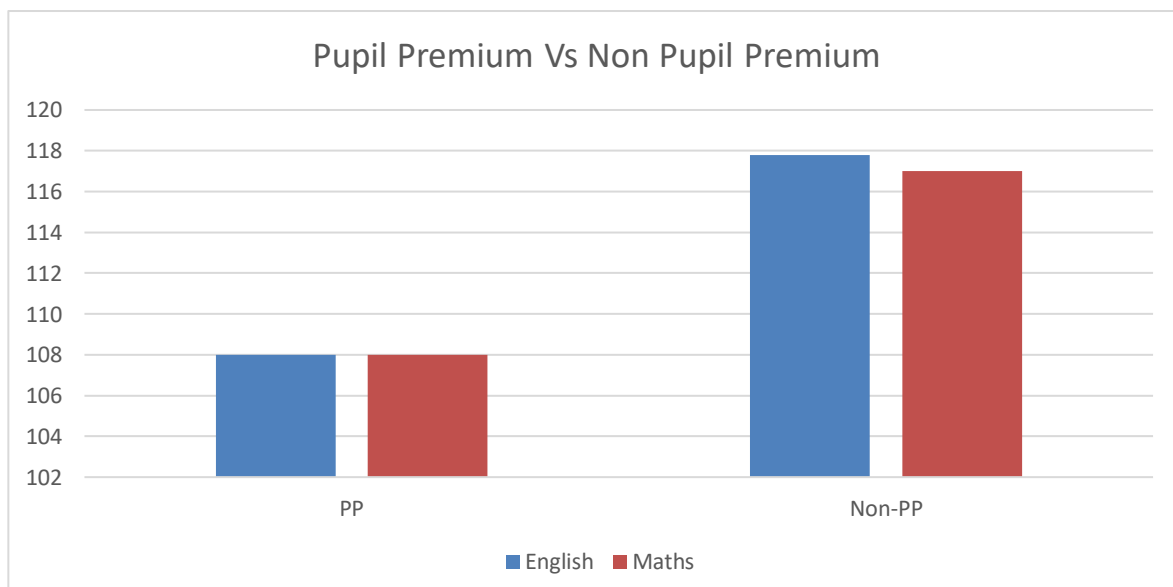
Year 7 English – The gap between PP and non-PP who have reached expected standard is 4.7%. In Maths, it is 7%. Our PP pupils achieved above the national average in English and Maths. There is further work needed to close the gap between PP and non-PP pupils.



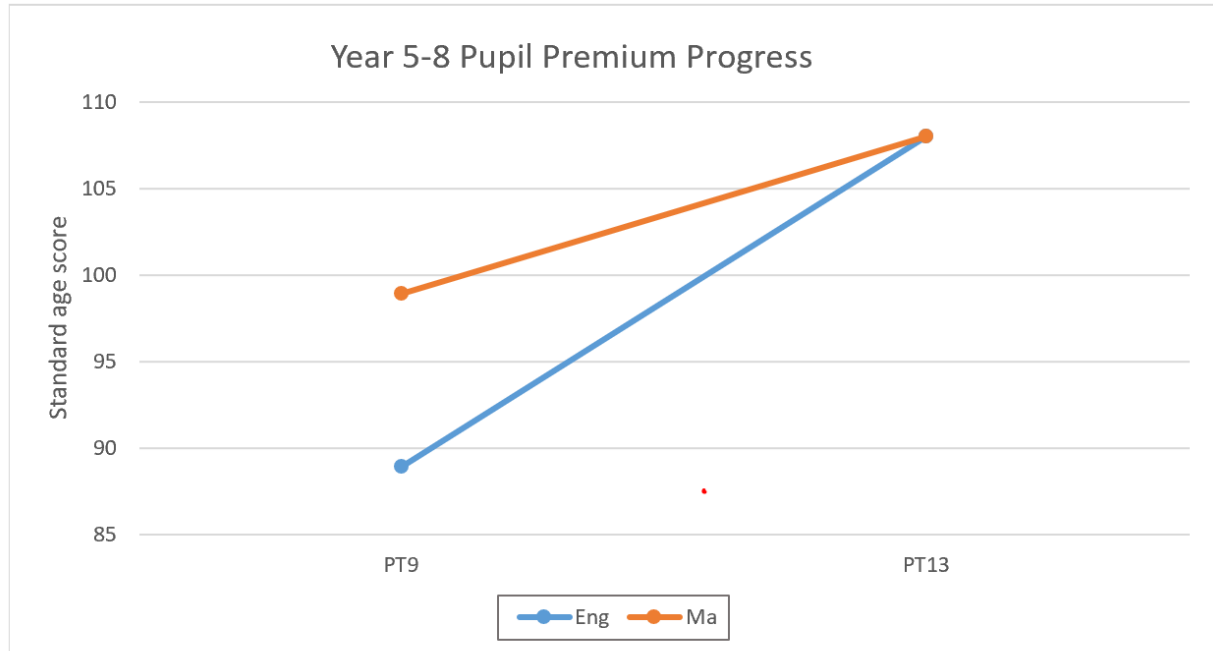
Year 8

Year 8 English – The gap between PP and non-PP who have reached expected standard is 9.8%.

Year 8 Maths – The gap between PP and non-PP who have reached expected standard is 9%.



Our PP pupils achieved above the national average in English and Maths. There is further work needed to close the gap between PP and non-PP pupils. Although the gaps between PP and non-PP achievement still exist, the progress of our PP pupils made over the four years at Arnold is clearly evident in the graph below, with these pupils arriving below national expectations and leaving well above.



The aim is to continue to reduce this further over time, by teachers knowing their PP pupils, regularly checking on their understanding and giving regular feedback. Intervention was put in place in each year group and disadvantaged pupils were targeted. 25% of all intervention groups were made up of disadvantaged pupils.

In the previous 3 year PP plan (2020-2021), the attendance gap between whole school and PP was 5%. With considerable amount of work within the pastoral teams, this has fallen to 2% in the 2023-24 academic year.

RADY has provided training for staff that has made them more aware of our PP pupils and what additionally we need to put in place for them. Access to trips and visits has improved greatly, especially marked improvement in PP pupils able to attend the Year 6 PGL trip. All trips and visits letters have an email address for parents to be able to contact to ask for financial assistance.

CPD encourages staff to 'cold call' PP pupils in lessons to ask questions and offer support when needed.

Externally provided programmes

Programme	Provider
RADY	Challenging Education