

# Pupil premium strategy statement

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 John Keats
Number of pupils in school	1794
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	31 October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jo Facer
Pupil premium lead	Jo Facer
Governor / Trustee lead	Linsey Cole

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 708,828
Recovery premium funding allocation this academic year	£ 151,387
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	£ 860,215

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Ark John Keats, we strive to ensure that every child, regardless of their background, can achieve their full potential and open up every life chance for their futures. We understand that for pupils with disadvantaged backgrounds, there can be many more challenges that they must face in order to access a full and broad curriculum, build their cultural capital and ultimately achieve exceptional outcomes.

The most important facet in any child's experience of school are the lessons they experience every day, six hours a day. Therefore we ensure our teachers have the skills, training and time to ensure they can teach excellent lessons to the children in their care.

Beyond lessons, this strategy aims to ensure our disadvantaged pupils develop the skills, habits and cultural capital their more advantaged peers might already possess, such as through enrichment and the broader non-academic curriculum.

Finally, we recognise that some pupils require additional support – both academic and pastoral – and part of this strategy is around filling those necessary gaps to allow pupils to flourish at school.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Pupils start AJK secondary school at lower than expected levels, for example according to their Y6 SATs data and NGRT data
2	A high proportion of our pupils are from EAL backgrounds and families cannot always provide academic support in the same way non-EAL families are able to

3	Attendance to school is not as high as it needs to be for pupils to make exceptional progress
4	Some pupils, particularly in our primary phase, struggle with their Speech and Language needs and require bespoke support from a Speech and Language therapist
5	Some pupils have social, emotional, behavioural and mental health challenges, particularly in the post pandemic period
6	A very high number of pupils, particularly in our lower year groups, have EHCPs
7	A large number of pupils struggle with basic numeracy when they come to AJK Secondary
8	Our pupils do not have access to enriching experiences which can be very motivating for progress and achievement; for example, our pupils do not have the means to learn a musical instrument privately
9	A large number of our primary age pupils require bespoke, individualised support within class
10	Many of our pupils struggle with being in poor habits which leads to displaying some negative behaviours
11	Many of our pupils do not have personal connections outside school through which to access work experience opportunities or to build a wider professional network prior to leaving school
12	A very high number of pupils in our nursery and reception year groups arrive presenting with undiagnosed needs, and many are not “school ready”
13	Many disadvantaged families struggle to afford the basic necessities of uniform or equipment for their children

## 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
Pupil attendance is high – above national average, and the same as for non-PP pupils	PP attendance is at or above national average and non PP attendance levels
Pupils make rapid progress in language acquisition and those pupils receiving SALT access the full curriculum.	No gap between PP and non PP language acquisition.
Pupils with psychological issues receive support	Pupils seen by the EP make progress in line with their peers

PP pupils have access to enrichment that enhances cultural literacy	All pupils experience enrichment to their curriculum experience and develop cultural literacy
Pupils' lives will be enriched by learning a musical instrument	At least 10% of PP pupils will learn a musical instrument
Pupils are supported in classrooms in primary to make exceptional progress	All PP pupils make progress above national expectations
Pupils develop strong self discipline	No difference in % PP and non PP suspension rate
Pupils make excellent academic progress in national tests	No gap between PP and non PP in national tests
Pupils read at their chronological age	No difference between PP and non PP reading ages
Pupils achieve good GCSE outcomes	No gap between PP and non PP GCSE outcomes
Pupils understand the world of work and are well prepared for it	All pupils have access to high quality work experience
Pupils thrive socially and emotionally at school	Pupils in need receive personalised support; suspension rates reduce; no gap PP and non PP suspension rates
Families work constructively to support the progress of their children	Pupils overcome social or emotional barriers
Pupils develop strong habits to support their learning	Pupils display strong habits which lead to good behaviour for learning
Pupils build their cultural capital and awareness of the wider world.	Pupils have an excellent understanding of political, cultural and global affairs
Pupils feel part of the wider community through key initiatives which build their community awareness.	Pupils understand that they can enact positive change and engage with their community.
Pupils who need it receive tailored support from an identified professional who can support them as individuals.	Pupils in need of tailored support do well in school and attend well.
Pupils have the equipment needed to succeed and excel	Pupils are fully equipped, including with digital devices which support their learning

## 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: £ 640,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff coaching programme.	Sam Sims et al research that instructional coaching is the best way to develop teachers.	1, 5, 6, 10
GTR biannual observations and conferences	As above, with the additional Gates foundation research around evaluating and improving the quality of teaching.	1, 5, 6, 10
Weekly CPD	Doug Lemov Teach Like a Champion and Uncommon Schools impact reports support that well planned CPD develops teachers to get better at what they do	1, 5, 6, 10
Subject specific CPD run by Ark.	Christine Counsell, Heather Fearn, Michael Fordham and others have asserted in various blogs that subject specific CPD is crucial to develop teacher subject knowledge so they improve what they do.	1, 5, 6, 7, 10
Curriculum planning meetings in Secondary/shared PPA in Primary.	Giving time and a format for teachers to plan lessons together, to focus on the key misconceptions pupils have and practice the most challenging parts of the lesson, is a practice currently undertaken in all Ark schools and we have found that this leads to improved teaching of subject content.	1, 5, 6, 7, 10
Recruitment of additional roles: teaching staff.	When teachers have additional time, they are able to observe each other, develop their own practice and spend longer at their core business of planning great lessons.	1, 5, 6, 7, 9, 10
Recruitment of additional roles: non-teaching staff, academic	Our teaching team is ably supported by intervention tutors who work with those most in need of support for additional tuition.	1, 2, 4, 6, 7, 9

Recruitment of additional roles: non-teaching staff, pastoral	Many of our PP children have additional pastoral needs such as around safeguarding and behavioural support.	3, 5, 6, 10
Staffing: additional staffing in core subjects, additional PPA time for all teachers.	As above.	1, 5, 6, 7, 9, 10
Staffing: additional non-teaching staffing, both academic and non-academic support of our pupils.	As above.	1, 2, 3, 4, 5, 6, 7, 9, 10
Mathematics Mastery	This programme has a significant evidence base available here: <a href="https://www.arkcurriculumplus.org.uk/">https://www.arkcurriculumplus.org.uk/</a>	1, 7
Additional Head of Maths TLR in Primary	Additional leadership capacity ensures teachers have clarity on what to do, and ensures they are freed from the burden of making micro-strategic decisions in addition to implementation.	1, 7
Read Write Inc programme	This programme has a significant evidence base available here: <a href="https://www.ruthmiskin.com">https://www.ruthmiskin.com</a>	1, 2, 9
Talk 4 Writing programme	Information about the evidence that backs this programme is found in the accompanying books which you can see here: <a href="https://www.talk4writing.com/">https://www.talk4writing.com/</a>	1, 2
Heads of Year and Student Support Managers	Pastoral support for young people where needed enables them to better focus on their learning, as evidenced by Maslow's hierarchy of needs.	3, 5, 6, 10
School Counsellor	As above.	3, 5, 10
Place 2 Be additional counselling	As above.	3, 5, 10
Educational Psychologist service	As above.	3, 5, 10
Additional LSAs in Primary	In order to support children to be in school who might not yet be school ready; being in school clearly preferable to a reduced timetable or being absent due to suspensions	12
Provide digital devices so pupils can access key learning programmed	Hegarty Maths, Times Table Rock Stars and a number of online platforms have been chosen from their strong evidence base, along with the knowledge that pupil practice improves pupil learning.	13

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

Budgeted cost: £ 171,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist	There is a great deal of evidence supporting speech and language therapy, much available here: <a href="https://www.ucl.ac.uk/pals/speech-language-intervention-research">https://www.ucl.ac.uk/pals/speech-language-intervention-research</a>	4
Speech and language intervention assistant	As above.	4
Academic intervention (primary)	<p>Our primary intervention works by providing small group and 1-1 interventions (derived from assessment analysis) with targeted support using programmes that have been chosen because to their secure evidence base and proved results. These programmes also have training modules so that staff can be trained effectively in carrying them out. Pupils are assessed before they start and after interventions finish to check for progress. Interventions include:</p> <ul style="list-style-type: none"> <li>• Corrective Reading</li> <li>• Fresh Start</li> <li>• Mathematics Plus 1</li> <li>• Mathematics 1<sup>st</sup> Class with Number</li> <li>• Herts Reading Fluency</li> </ul>	1, 2, 6, 9
SATs prep books	Pupils from wealthier backgrounds often receive materials like this from their families as a matter of course; in giving these free resources we aim to level the playing field for our less advantaged young people.	2, 6, 7, 9
Academic intervention (secondary)	Our secondary academic intervention programme works in withdrawing small, targeted groups for individualised sessions with a highly qualified member of staff. We track this intervention and have found in the past that pupils improve their academic progress as a result of attending.	1, 2, 7

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

Budgeted cost: £ 48,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer	We track and monitor all pupils who receive EWO intervention to identify improvements in their attendance. Further information about the EWO can be found here: <a href="https://www.eani.org.uk/services/education-welfare-service">https://www.eani.org.uk/services/education-welfare-service</a>	3
Attendance events and celebrations	Educational psychology suggests that increasing positive associations with school has a beneficial impact on school attendance and participation.	3
Reach Psychology service	More information available here: <a href="https://reachpsychology.co.uk/">https://reachpsychology.co.uk/</a>	3, 5, 10
Breakfast club (primary)	There are a large number of studies which suggest eating breakfast has a positive impact on pupils' cognitive abilities: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</a>	5
Curriculum enrichment (trips, clubs)	Ofsted have prioritised a broad curriculum & wider educational experiences for children based on strong evidence that this is beneficial	8
Individual music lessons	There is a wide evidence base showing the benefits of learning a musical instrument as a child.	8
PE coaching and offsite activities	The benefits of PE and fitness are widely thought to support pupils' personal development and academic learning.	8
Theatre trips	Theatre is widely believed to build pupils' cultural capital.	8
Pillar days (drop down days to enrich curriculum experience of pupils)	Ofsted have prioritised a broad curriculum & wider educational experiences for children based on strong evidence that this is beneficial.	8
Work experience	The Gatsby benchmarks stipulate the necessity of work experience and these are based on evidence.	11
Character curriculum staffing and development	Government guidance stipulates the benefits of developing pupils' character. Evidence for this is also found in several US Charter School studies.	5, 8



First Give	This programme is believed to develop pupils' global awareness and social consciences <a href="https://firstgive.co.uk">https://firstgive.co.uk</a>	8
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**Total budgeted cost: £ 860,215**

## 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?*

#### **Teaching and outcomes**

The investment in additional teachers as well as in teacher training resulted in an improvement in planning and teaching across the school in the last academic year. This is particularly seen in our outcomes. In KS2, our combined result was 68%, 9% above national average. Our PP pupils achieved -0.4 progress, compared with 0.8 for non PP. 92% of year 1s passed the Phonics check and 67% achieved a Good Level of Development at EYFS. At KS4, 79% of pupils achieved a 4 or above in Maths and English, and 83% were entered for the full EBacc suite of subjects. This is significantly above national and local averages, according to FFT. 74% of PP pupils achieved 9-4 English and Maths compared with 85% of non PP, and we aim to close this gap this year. At KS5 pupils achieved Alps 5 on average for A levels and Alps 4 for BTECs, and 93% went on to university or high level apprenticeships, securing good outcomes for the very long term future for these children.

#### **Pupil behaviour**

Pupil behaviour has steadily improved over the past two years, with no permanent exclusions. Last year, suspensions were high in the Autumn term for secondary but fell every subsequent term due to the interventions put in place. The exclusion rate for PP pupils was 7.2 compared to 3.4 for non PP. This shows we still have work to do to improve pastoral outcomes for PP children.

#### **Pupil attendance**

Pupil attendance was above the national average in both phases. PP attendance was 92.5% compared with 93.3% for non PP, a small gap we look to close this year.

## **Pupil experiences**

In our first post-pandemic year, pupils in both phases enjoyed a wider range of experiences and activities.

For the primary phase, pupils across all year groups went on several trips including: The local fire station, Epping Forest, The Tower of London, the seaside, The local mosque and church, Walthamstow Wetlands, Jump In Enfield, Science museum, Natural History Museum, Kidzania, London Zoo, Sealife Aquarium, RAF museum and the Y6 residential.

Experiences also included visits from an interactive space dome, Zoolab, a Newswise workshop led by staff from the Guardian newspaper and a stone age workshop.

In the secondary phase pupils took part in three whole school pillar days, which included trips to universities, museums and places of interest, as well as activities in school with visiting experts such as a model design day. We also had a number of trips to enhance the curriculum, for example theatre trips for drama and business conferences for our BTEC students.

## **Pupil wellbeing**

68 pupils were seen by our in-house counsellor last year. 40 received one to one sessions and three group sessions were delivered. 15 of the pupils were SEND, 5 Looked After, and 30 Pupil Premium. Place 2 Be did not have capacity to offer us provision in the last academic year. We are continuing to pursue a provision with them for this academic year.

## **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*

<b>Programme</b>	<b>Provider</b>
Seesaw	Seesaw
Hegarty Maths	Hegarty Maths
Twinkl	Twinkl Educational Publishing
Doodle Maths	Ez Education

## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*