

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium funding (for the 2024 to 2025 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. Following this year the strategy will be reviewed and the impact of the strategy analysed and documented in part B of this document.

School overview – October census 2024

Detail	Data
School name	Arbour Academy
Number of pupils in school	45 (65)
Proportion (%) of pupil premium eligible pupils	68.9%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which this statement has been reviewed	N/A
Date on which statement will be next reviewed	September 2025
Statement authorised by	Lindsay Regan Exec-Headteacher
Pupil premium lead	Gwyn Owen Head of school
Governor / Trustee lead	Simon Lennox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (October census single reg learners 2024)	£4,540
Recovery premium funding allocation this academic year	£0
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	£4,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, irrespective of their background or the challenges they face, are given the currency and capital to make good progress and become successful citizens post 16.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. 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 intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and ensuring learner engagement 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through our catch-up curriculum to support our learners in addressing gaps in their knowledge as a result of Covid 19 and focusing on re-engaging them in their learning.

Our approach will be responsive to recent challenges and increased individual needs, supporting anxiety, disengagement and encouraging learners back into education.

The approaches we have adopted support our learners complex needs and encourage them to engage in education and in turn be successful.

To ensure they are effective we will:

- Look at learners needs on an individual basis to source the best education package to engage them.
- Ensure all disadvantaged pupils are challenged and engaged in their learning.
- Adopt a whole school response through our HERE approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Poor Literacy levels and low reading ages
2	Gaps in learning and Exam readiness
3	Attendance and Attitudes
4	Engagement in education

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
Improved literacy levels and increased reading ages and confidence in reading in KS3 and KS4 learners	• Greater engagement in learning • Improved behaviour • Improved attendance • Increased reading ages to inline with chronological age where possible • Improved quality and standard of learner's work.
Reduce gaps in learning by revisiting KS3 and KS4 curriculum through sequential schemes of learning and additional supporting resources such as work books and revision guides. Improved retrieval practice and revision techniques to retain information in preparation for exams.	• Improved Mock exam results • Improved Exam outcomes • Improved attendance and behaviour • Engagement in lessons • Higher standard of learning in books • Increased progress
Improve attendance and attitudes following Covid 19 and significant disengagement from education.	• Progress increased • Improved behaviour • Engagement in lessons • Higher standard of learning in books
Improved engagement in school among disadvantaged learners across all subjects	• Target grades reached in progress reports • Improved attendance • Improved behaviour

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: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of hair and beauty alternative provision to re-engage disadvantaged learners with education and to support their post 16 goals	Increased attendance for individuals who are accessing this provision. Reduced behaviour incidents for individuals and improved engagement in our school setting. EEF- small group tuition	4, 3
Purchasing GCSE resources focusing on revision and curriculum workbooks for Science and Maths which learners can take home to support them with gaps in knowledge, support independent study and help structure their revision.	Ensuring learners have individualised catch up learning plans focussing on gaps and including home learning is proven to be beneficial: Revision/ Home learning: Education Endowment Fund - + 5 months EEF individualised instruction +4 months	1,2,3,4

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

Budgeted cost: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy and reading levels in all subject areas. Bedrock Literacy intervention programme license and accelerated reader package.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	1,4

Literacy strategy: Individual weekly reading interventions with 1:1 support, resources to aid this	toolkit/reading-comprehension-strategies	
Improving literacy through embedding a love of reading through magazine subscriptions and accessible/ age related texts through the English curriculum and literacy strategy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,4
Improving Literacy through establishing a whole school library evidenced through accelerated reader package.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: **£1040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Mentoring, attendance and behaviour support through home visits, 1:1's and transport into school when needed.	There is evidence to suggest that mentoring can support disengaged learners back into education and reduce chances of permanent exclusion or school refusal. EEF – Mentoring	3,4
Trust wide attendance/family support officers will be seconded into Arbour to improve attendance. Embedding principles of good practice set out in DfE's Improving School Attendance advice.	Attendance support from the local authority is proven to increase parental engagement in attendance as a third-party intervention. EEF- Parental engagement in children attendance. Internal Attendance figures	3,4

Embed transport support services for key learners	School supporting parents with transport support wherever possible via transport applications will improve parental engagement with attendance. EEF- Parental engagement in children attendance.	3,4
Training delivered to Pastoral team for Therapeutic Art behaviour intervention to re-engage the most disengaged and disadvantaged	Arts participation +3 months EEF Behaviour Intervention +4 months EEF	3,4

Total budgeted cost: £ 4,540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Statement - Part B

In the previous academic year, the Pupil Premium funding was allocated to support the delivery of our specialised curriculum and therapeutic support services for Pupil Premium learners. However, the previous statement did not include evidence-based analysis of the impact of this funding.

The funding was primarily used to enhance the learning experience for Pupil Premium students by purchasing resources aimed at improving literacy levels and supporting home learning. Notably, we invested in **Bedrock** and **Accelerated Reader** programs, which were implemented to help improve reading comprehension and foster a love of reading both in school and at home.

The funding played a critical role in delivering our tailored curriculum and therapeutic support offer. Going forward, we are committed to ensuring a more evidence-based approach to the allocation and evaluation of Pupil Premium funding, with a focus on tracking and measuring the progress and outcomes for our disadvantaged learners.

Previous years outcomes for disadvantaged learners showed that:

GCSE, Entry Level and Functional skills outcomes 23/24
• 54.5% of learners gained a GCSE in English and Maths • 72.7% learners gained a qualification (GCSE/EL/FS) in English and Maths • 72.7% learners gained a qualification (GCSE/EL/FS) in Maths • 90.9% learners gained a qualification (GCSE/EL/FS) in English • 27.3% of learner gained 5 GCSE's including English and Maths • 45.5% of learners gained 5 qualifications at EL or better.

