

Pupil premium strategy statement – Arbour Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	
Date on which it will be reviewed	02.03.2024
Statement authorised by	
Pupil premium lead	Donna Hindley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5172
Recovery premium funding allocation this academic year	£4500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,172

Part A: Pupil premium strategy plan

Statement of intent

Our strategy is focused on the needs of disadvantaged pupils but it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<p>General disengagement in school due to perceived past failures</p> <p><i>The majority of pupils referred to Arbour Academy have school attendance of below 60%, with 30% being the average attendance. This is based on SIMS baseline data and does not reflect time spent in lessons. Strategies used by schools to encourage attendance include EBSA pathways, reduced timetable, in school interventions and EWO processes. These have not been successful.</i></p>
2	<p>Poor or erratic attendance at school causing knowledge gaps</p> <p><i>WRAT assessment and in class assessments are used to provide an academic baseline for pupils. Schemes of learning are personalised and smaller class sizes and in class support ensure that interventions are timely and effective.</i></p>
3	<p>Lack of self-esteem and confidence</p> <p><i>Home visits and initial meetings with pupils help to establish pupil voice and outline fears and anxieties of the child. Pupil voice and Edukey passports allow pupils to set achievable targets that over time raise self esteem. Learning experiences, activities and Big Theme Days are tailored to meet the needs and interests of pupils. Arbour Academy uses a range of rewards and unconditional positive regard for pupils to create a nurturing environment where they can learn and flourish. 100% of pupils surveyed in last pupil voice survey felt safe at Arbour Academy.</i></p>
4	<p>Undiagnosed learning need or mental health issue</p> <p><i>Currently 17% of pupils at Arbour Academy have an EHCP. Another 17% have an EHCP requested or pending. The majority of pupils have an undiagnosed learning need due to non attendance at school. Pupils at Arbour Academy receive dyslexia screening and intensive therapeutic interventions where necessary. 100% of the current cohort describe suffering from a mental health issue. 27% are accessing support from CAMHS</i></p>
5	<p>Adverse Childhood Experiences (ACE's)</p> <p><i>100% of the pupil cohort have experienced at least 4 ACEs that are known to Arbour Academy upon referral. 37% of the current cohort are working with professionals to access additional help or support. Arbour Academy employs a counsellor and an Art Therapist who can be accessed by pupils.</i></p>
6	<p>Parental disenfranchisement from education system due to previous experiences</p> <p><i>The majority of parents working with Arbour Academy have disclosed significant ACEs themselves, and some parents access the parent support group. The school uses MySchoolApp to communicate with parents and where possible parents can access staff within the same working day.</i></p>

	<i>Arbour Academy operates an open door policy with parents and works with the EWO to explore strategies to reengage families.</i>
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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 academic outcomes	Success criteria	Target Date
To ensure that all PP pupils leave Arbour Academy having made at least expected progress and with a higher percentage achieving better than expected	Progress Tracker Mock Exams/Internal assessments Qualification outcomes	August 2024
All PP students to achieve a GCSE in Maths and English or equivalent qualification in-line with their Target Grade.	Progress Tracker Mock Exams/Internal assessments Qualification outcomes	August 2024

Intended wider outcomes	Success criteria	
To improve attendance for those eligible for pupil premium which will aid achievement and wellbeing	Increase in attendance figures Increased progress and outcomes	August 2024
To increase engagement with the school curriculum which will aid achievement and wellbeing	Increase in attendance to school and in lessons Increased progress and outcomes	August 2024

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of curriculum within core subjects to ensure outcomes and success criteria are clear to students	Higher pass rates achieved within core subjects Increased offer for students to include more option choices <i>KS4 students have taken on additional options in Digital Media or Citizenship</i> Qualification offered within life skills curriculum	1, 2, 3
Subscription to online learning and revision platforms such as Bedrock, Educake and initial Princes Trust subscription	Higher pass rates achieved within core subjects Qualification offered within Life Skills curriculum <i>Prince's Trust qualification introduced to Year 10 and 11</i> <i>Duke of Edinburgh award reintroduced</i>	1,2,3

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

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Maths tuition to be offered to targeted students	Increase in engagement and achievement in Maths <i>90% of pupils achieved a Maths qualification</i>	1, 2, 3
Chemistry teacher to be secured to make GCSE Science more secure within the curriculum	Increase in engagement and achievement in Science <i>50% of pupils entered for Science achieved level 4 qualification</i>	1,2,3

Additional TA support needed in Nurture provision to ensure complex needs of students were met	Students access provision regularly and make clear progress	1, 2, 3, 5
New textbooks and revision guides purchased to accompany White Rose Maths programme	Increase in engagement and achievement in Maths <i>90% of pupils achieved a Maths qualification</i>	1, 2, 3

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

Budgeted cost: £3,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Mentoring through keyworkers, attendance and behaviour support through home visits, 1:1's and transport into school when needed. Further develop links with the EWO	Improvement in attendance figures Attendance support from the local authority is proven to increase parental engagement in attendance as a third-party intervention.	2, 6
Provide additional support alongside transport to ensure students get into school	School supporting parents with transport support wherever possible via pick ups, bus passes or taxis will improve parental engagement with attendance. Parental coaching to improve attendance. <i>Parent group offered help and support to key parents. Introduction of MyParent App to improve communication.</i> <i>New minibus secured, OurPass applied for for all Year 11 pupils. 5 pupils referred to EWO for support.</i>	2, 6
Training provided for key workers to develop their knowledge of mental health and strategies	MHFA One Day Champion courses meet minimum DfE requirement for mental health for students in schools More resilience and attendance to school and in lessons demonstrated by pupils	3, 4, 5

Access to school counsellor for those students who request it.	Improved levels of mental health, improved attendance to school and overall greater wellbeing	1, 2, 3 4, 5
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Part B: Review of the previous academic year

For the academic year 2022-23, we had a total of 12 FSM students, 18 who were dual registered and in receipt of free school meals and a total of 1 student who was classed as Looked After. Evidence below details achievement for the PP cohort.

75% of PP students achieved a qualification in Maths

83% of PP students gained a GCSE Maths qualification

75% of PP students achieved qualification in English

58% of PP students achieved a GCSE English qualification

67% of PP students achieved qualifications in English and Maths

17% of PP students reached grade 4 or above in either English or Maths

100% of PP students left Arbour with an academic qualification

Challenge number	Detail of challenge and how it was met in academic year 2022-23
1, 2	<p>General disengagement in school due to perceived past failures Poor or erratic attendance at school causing knowledge gaps <i>Initial home visits used to outline the Arbour process and gain trust of families and students.</i> <i>Big Theme Days build in learning experiences and visits that engage learners and provide them with wider opportunities to learn. 70% of new admissions demonstrate significant improvement in attendance compared to baseline attendance figure upon admission. Pupil and parent surveys used to measure satisfaction. WRAT assessments used on admission to help gauge starting point and place pupils appropriately.</i> <i>Subscription to Bedrock and MyMaths learning platforms to aid pupil progression</i></p>
3, 5	<p>Lack of self-esteem and confidence Adverse Childhood Experiences (ACEs) <i>Unconditional positive regard leading to excellent relationships evidenced through pupil surveys. School counsellor used as targeted intervention for selected pupils. Senior mental health lead role developed in school alongside MH First Aider and Champions. Bespoke CPD around ACEs and arising issues. Boxhall Profiles used to provide strategies to structure intervention.</i> <i>Whitehall residential and LOTC experiences used to raise self esteem. Introduction of improved offer of Functional Skills qualifications raising achievement and self esteem.</i> <i>Forest Garden programme to encourage well being and sense of achievement</i> <i>MAPAS lessons provided to aid self esteem and enrich pupils lives</i></p>

	<i>Theatre and art gallery trips to provide cultural capital and wider life experiences</i>
4	<p>Undiagnosed learning need or mental health issue</p> <p><i>Buy in of EP service, WRAT testing and counsellor to diagnose and cater for learning needs.</i></p> <p><i>Bespoke training to better educate staff to enable them to meet students needs.</i></p> <p><i>Use of counsellor for those students who require it.</i></p> <p><i>Subscription to Edukey to aid target setting and increase SEND awareness amongst staff.</i></p>
6	<p>Lack of effective parental engagement</p> <p><i>Work with EWO to develop more stringent procedures around non attendance</i></p> <p><i>Parental handbook shared with clear expectations</i></p> <p><i>Subscription to My School App to aid parental engagement</i></p>

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