

Pupil Premium at the Archer Academy 2020 2021 Spending Impact Report

Report Produced: Spring Term 2022

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the students who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

As part of the pupil premium schools, receive funding for children who have been looked after continuously for more than six months, and children of service personnel to reduce any inequalities. Pupil Premium is paid directly to schools.

The Archer Academy is committed to personalised learning. Our decisions surrounding the spending of our allocation are made based on the needs of each individual student identified as pupil premium. Our decisions have been informed by the research carried out by the Sutton Trust.

Pupil Premium Planned Budget, at the Archer Academy, 2020 2021

Pupil Premium Allocation: £175,824

Pupil Premium Spend: £175,824

Pupil Premium cohort 2020 2021

21% of students at the Archer Academy, in the academic year 2020 2021, were eligible for the Pupil Premium.

	Year 7	Year 8	Year 9	Year 10	Year 11
Numbers of students per year group	32 (20%)	35 (22%)	36 (22%)	38 (23%)	32 (21%)

What did the Archer Academy spend this money on in the year 2020 2021?

Strategy	Budgeted Spend	Actual Spend
Small group tuition.	£12,109	£11,129
Learning impact projects - House System/Growth Mindsets	£1,750	£1,750
Lead teacher responsibilities - Extended projects	£5,100	£3,600
Challenge Partners	£5,786	£2,732
Staff training programme focused on marking and assessment and closing the gap strategies.	£3,375	£3,375
Homework Club and introduction of Show My Homework online portal.	£3,510	£2,352
Paired reading scheme	£1,000	£1,000
Specialist software packages to support personalised learning and quality first teaching	£1,576	£1,784
To promote good attendance	£4,695	£4,695
Pastoral support worker	£26,550	£26,546
Learning Mentors	£56,980	£55,820
Brilliant Club membership and programme	£7,500	£0
Debate Mate membership and programme	£2,000	£1,533

Careers consultancy	£8,550	£9,068
Marking and Assessment	£895	£895
Support for music tuition	£4,000	£2,076
Designated school trips and rewards programme	£1,000	£2,229
Support for school uniform and equipment	£5,000	£7,995
Educational Psychology	£915	£2,130
Alternative provision for learners	£6,000	£3,600
MyTutor 1-1 Tuition in English and Maths for Year 10 and Year 11	£0	£6,300
HIST (Inclusion Advisory Service)	£939	£939
iAchieve	£895	£0
Mentoring	£4,345	£0
Elevate Study Skills Programme	£500	£0
EAL Tuition	£2,600	£1,550
Redeveloped spending to meet the ongoing needs of the pandemic to best support the wellbeing and academic achievement of our students		
Our Pupil Premium budget planning was revisited and redeveloped following the spring 2021 school closure and ongoing disruption to educational provision across spring 2021.		

Support for Summer Internships Programmes		£536
Pastoral and Wellbeing Projects		£3,190
Resilience Training		£5,700
Equine Therapy		£2,000
Rock Climbing Project		£2,000
Specialist Maths Resources – Raising Achievement Project		£3,529
Year 11 Academic Interventions and Holiday Programmes		£5,771
Total Spend	£167,570	£175,824

Changes in planned spend: Impact of COVID19

The COVID19 pandemic and school closure in the spring term of 2021 had a significant impact on our strategic planning and planned spend in relation to our Pupil Premium funding. As a result of school closure a number of planned projects did not take place. However, more broadly the needs of our students needed to be revisited to ensure that they were best placed to realise their potential. The summer term saw ongoing disruption and this led to a further review our provision based predominantly around the wellbeing and academic needs of our most disadvantaged students. Additionally, the provision of Summer School Funding from central government was very enabling and provided the opportunity for further redevelopment of our planned spending.

The Key changes were:

- Elevate revision programme
- Reduction in school trips and visits
- Reduction in targeted music provision
- Rebates from some identified programmes
- Reduction in bespoke mentoring programmes

As a result the remaining funding from the 2020 2021 academic year was reallocated to the 2021 2022 academic and has been chiefly targeted on academic catch up and wellbeing support. This can be seen in the increased allocations for:

- Increased provision for My Tutor was introduced in the latter half of the summer term and the autumn term to support Yr10/Yr11 students.
- Development of bespoke wellbeing programmes to build emotional resilience and confidence.
- A range of academic interventions and holiday programmes
- Specialist Maths resources to raise achievement

This reallocation of funding has proved incredibly beneficial in supporting a strong catch up agenda and targeted support in relation to student's mental health and wellbeing.

What has the impact been of this funding so far?

Quality support is given to Pupil Premium students to ensure that they are enabled to achieve outcomes which enable them to realise their potential:

- All PP students are well supported on a daily basis in school. They are given a very high focus at transition points, e.g., Year 6 to 7 interviews/visits, making curriculum choices in Year 8 and Year 9 and applying for 6th form study places. This programme was adapted during school closure to an online programme.
- Pupil Premium students continue to achieve excellent results and make very good progress. For students leaving in 2021, the estimated progress score for the whole cohort was 0.56, and for PP students it was 0.34, giving a gap of 0.22. This is significantly smaller than the gap the previous year and shows that PP initiatives are having an impact of the relative progress of PP students. This challenges the national trend which has shown the gap in progress between disadvantaged and all students widening slightly this year. Whilst national progress data has not been published this year, we are confident that our disadvantaged students have significantly performed above national averages again.