

Pupil Premium at the Archer Academy 2022 2023 Spending Impact Report

Report Produced: Autumn Term 2023

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 pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils 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 Context

The Archer Academy has underpinned decisions surrounding the spending of this budget on a needs-based approach, informed by both the research carried out by the Education Endowment Foundation and the Sutton Trust.

We aimed to address some of the barriers faced by this cohort of pupils to try to tackle the root causes of underachievement due to disadvantage, in order to best enable these students to make progress across a range of categories.

First, we sought to better understand the challenges faced by this group of learners and separated these into 5 key areas:

- Attendance/Punctuality
- Family Engagement
- Multiple Needs
- Children's Mental, Social, and Emotional Health
- Attainment gaps

Our Pupil Premium spending for the academic year 2022 2023 was then planned to focus spending across these areas.

Debate Mate membership and programme	£2,250	£3,239
Careers consultancy	£14,625	£11,325
Support for music tuition	£3,500	£5,200
Designated school trips and rewards programme	£5,000	£9,793
Support for school uniform and equipment	£2,500	£3,217
Educational Psychology	£2,324	£750
Alternative provision for Key Stage Four learners	£10,000	£9,740
Tassomai	£500	0
HIST	£1,684	£1,684
iAchieve	£796	£862
Rock Climbing Programme	£3,000	£2,625
DfE Switch on Reading Programme	£1,000	£800
Academic Mentors	£8,000	£6,551
	£164,730	£156,677
Total Funding Actual		£156,677

Changes in planned spend:

New spending areas:

Three opportunities emerged over the year to improve our provision and support for Pupil Premium students.

These were:

1. Rock climbing

Rock Climbing is historically one of our most popular Enrichments. There was an opportunity to run further sessions during the day. The programme ran in parallel to the Spring term Enrichment cycle and 2 groups of 10 Pupil Premium students took part. The focus of this programme was on building confidence and self-esteem.

2. Switched on Reading (DFE Pilot project)

Switched on reading was a literacy pilot programme, run by DFE, that evidenced 3 months progress in reading accuracy for all students with additional gains for PP students. The Archer Academy joined this project in the second half of the Summer term. Four students from Year 7 & Year 8 were included who took part in daily 20 minutes supported reading accuracy sessions.

3. Academic Tutors

It was identified that the Year 9 cohort (who were Year 6 in the first COVID school closure) had increased levels of emotional issues, that were impacting on academic achievement. To support these students, a Year 9 mentor was appointed who provided a range of in-lesson and small group support, focused on Pupil Premium students.

Variances in spend:

4. Small group tuition

Elements of this spend have been allocated to other budgets.

5. School trips and rewards programme overspend

There has been an increase in the number of school trips offered. This over-spend has enabled us to make provision for a greater number of Pupil Premium students to receive financial support.

6. Increase in equipment provided to Pupil Premium students

This was mainly for revision guides, enabling students in years 10 and 11 to have access to free revision material.

What has the impact been of this funding so far?

Academic Progress	Nationally, the Progress 8 Pupil Premium gap is 0.74. At the Archer Academy this year, the gap was 0.32, suggesting that Pupil Premium students at the Archer Academy perform well against national benchmarks.
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To promote good attendance	<p>There was a whole school focus on attendance, with a clear understanding of the impact of attendance on attainment but also the safeguarding issues related to lower levels of attendance. Initiatives included:</p> <ul style="list-style-type: none"> - Attendance driven focus in Pastoral Panel meetings - Appointment of Arch provision worker focusing on re-integration programmes for students with extended or persistent absenteeism. <p>As a result, whole school attendance increased to 93.13%.</p>
Brilliant Club membership and programme	<p>Identified students had the opportunity to:</p> <ul style="list-style-type: none"> • Complete a project on a topic of their choice with guidance and support • Attended a university visit • Develop reading, writing and research skills • Develop leadership and teamwork skills • Raise aspirations
Debate Mate membership and programme	<p>Identified students took part in this programme to develop oracy and confidence. The groups reached Round 2 of the Urban Debate League.</p>
Designated school trips and rewards programme	<p>60% of Pupil Premium students received assistance to attend trips and wider school opportunities.</p>
Support for school uniform and equipment	<p>53% of Pupil Premium students received assistance with school uniform and equipment.</p>
Alternative provision support	<p>4 students were referred to alternative provision, enabling them to complete GCSE students, secure a successful transition back into school or a long term alternative setting.</p>
Rock Climbing	<p>Self esteem, confidence and leadership skills were prioritised. This project had a prominent impact on attendance.</p>
PASS assessment project.	<p>This project has enabled a data driven approach to intervention and Pupil Premium led projects, to raise attainment, self esteem, confidence and aspirations.</p>