

# Pupil premium strategy statement

This statement details our school's use of pupil 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
School name	Arena Academy
Number of pupils in school	1041
Proportion (%) of pupil premium eligible pupils	Year 7: 43% (77 students) Year 8: 43% (76 students) Year 9: 32% (75 students) Year 10: 36% (75 students) Year 11: 38% (89 students) Overall: 38% (392 students)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22 2022-23 (30%) 2023-24 (36%) 2024-25 (38%)  Projected: 2025-26 (40%)
Date this statement was published	
Date on which it will be reviewed by	31 <sup>st</sup> August 2025
Statement authorised by	Raj Mann
Pupil premium lead	Sabir Afzal
Governor / Trustee lead	Susan Wain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£409,500
Recovery premium funding allocation this academic year	£0
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	£409,500

## Part A: Pupil premium strategy plan

### Statement of intent

At Arena Academy, we aim to deliver high quality education which enables every student to access any support and/or interventions that are available for them to open the doors to University, Apprenticeships or Employment.

Our pupil premium strategy plan supports the implementation of our academy mission statement and curriculum aims, ensuring that for those students whose learning is vulnerable have barriers removed so that they can prosper onto the next stage of their academic journey and future careers and lives.

The aims of our curriculum are to:

- Be broad and balanced.
- Unashamedly challenge all learners regardless of ability/starting point
- Provide a coherently planned sequence and structure in each subject that will enable students to build their knowledge and skills over time.
- Develop cultural capital across a wide range of context and experiences.
- Prepare our students for the next stage in their academic journey.

Our rationale is to use funding to support students in order to remove any barriers to educational achievement. Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research conducted by the EEF, that has identified the common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

The key principles of our strategy are:

- Inclusive high-quality teaching and effective assessment meets the needs of all pupils
- Improving levels of literacy
- Raising attendance
- Improving engagement levels academically
- Increasing access to cultural capital opportunities
- All children have access to the same extra-curricular activities.
- Utilising small group and/or 1 to 1 tuition to address gaps created during the COVID pandemic.
- SEMH support
- All activities to be supported by evidence-based research to ensure all of our approaches have maximum impact.

Arena Academy has 38% (392 students) of children identified as disadvantaged. This is above the West Midlands figure of 27.9% and the national figure of 22.7% for Secondary schools.

## Challenges

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

Challenge number	Detail of challenge
1	Our overall attendance for all pupils including our disadvantaged pupils was well below pre-COVID levels. Our assessments and observations indicated absenteeism was negatively impacting disadvantaged pupils' progress. Disadvantaged students as well as other students within the Academy are more likely to be 'Persistently absent' compared to schools nationally.
2	Students from disadvantaged backgrounds do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.
3	Our assessments, observations and discussions with pupils and families identified an increase in social and emotional issues for many more of our pupils. There is a negative behaviour gap in favour of disadvantaged students relative to other students within the Academy.
4	Poor home learning environments with some students not having access to the internet or learning resources.
5	Disadvantaged students as well as other students within the Academy have low levels of literacy on entry and do not often undertake wider reading, writing and oracy. For instance, Y11 students: 97.9 NGRT mean SAS
6	Disadvantaged students as well as other students within the Academy have lower than expected levels of achievement in EBacc subjects.
7	Disadvantaged students as well as other students have low levels of engagement with the languages curriculum
8	Disadvantaged students as well as other students have a significantly low prior attainment on entry than expected.
9	Disadvantaged students as well as other students within the Academy have a lack of subject-specific vocabulary and context to deepen understanding
10	Disadvantaged students as well as other students within the Academy are more likely to have a lack of parental engagement with their child's education
11	Our data, and observations indicate that the education and wellbeing of many of our disadvantaged students have been impacted by partial closures to a greater extent than for other students. For instance, Y8 Girls PASS Score: Feelings about school 20 <sup>th</sup> percentile (Max 100)

## 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
<p>The attendance of disadvantaged students improves during the academic year due to the systems and processes that have become deeply embedded within the academic. With attendance seen as everyone's responsibility.</p>	<ul style="list-style-type: none"> <li>• Elimination of attendance gap between disadvantaged students and their peers within the Academy.</li> <li>• 50% reduction in number of school refusers</li> <li>• 20% reduction of disadvantaged students who are persistently absent.</li> <li>• Attendance of all students within the academy has increased and is above the national average</li> </ul>
<p>Reduction in the number of disadvantaged being excluded or placed on AP Year 11 2022 – 7 students Year 11 2023 – 4 students Year 11 2024 –</p>	<ul style="list-style-type: none"> <li>• The percentage of disadvantaged students on a fixed term exclusion, managed move or alternative provision placement to be in line with non-disadvantaged students.</li> </ul>
<p>Behaviour of students is significantly improved</p>	<ul style="list-style-type: none"> <li>• 20% reduction in the number of break/lunch behaviour incidents of PP students</li> <li>• Number of reflections is reduced by 25% for PP students for behaviour incidents.</li> </ul>
<p>Literacy attainment of disadvantaged students to be in line with non-disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• 85% of disadvantaged students to be at, or above, their chronological reading age. All disadvantaged students to have accessed the library at least once every month, with the vast majority visiting at least once per two weeks.</li> <li>• All disadvantaged students accessing the Reading Plus scheme every week, with the weakest readers participating in the Ruth Miskin Fresh Start and Lexia each week.</li> </ul>
<p>All disadvantaged students obtain a post-16 position for September 2025. Aspirations of students are raised, and they are more knowledgeable about post-18 opportunities.</p>	<ul style="list-style-type: none"> <li>• There are no disadvantaged NEETs, all disadvantaged students are in full-time education, apprenticeship or employment in September 2025</li> <li>• All KS4 disadvantaged students have the experience of visiting a higher education institution, and are more knowledgeable in regard to Higher Level Apprenticeships.</li> </ul>
<p>There is an increased participation rate from disadvantaged students in enrichment activities both within school and external opportunities. Students cultural capital is enhanced through their involvement in these activities.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged participate in at least one external visit; interventions, and an enrichment activity each academic year.</li> <li>• At least 30% of the following to be PP students:             <ol style="list-style-type: none"> <li>a) Leadership teams</li> <li>b) CORE Us</li> <li>c) CORE LoT</li> <li>d) Cadets</li> <li>e) Sports Teams</li> <li>f) Duke of Edinburgh</li> </ol> </li> </ul>
<p>Assessments for students in Years 7 – 10 to show an increased number of students at secure level. 7-9 emerging in Ebac subjects</p>	<ul style="list-style-type: none"> <li>• Number of disadvantaged students to achieve 'secure' results to increase by 10% in each year group to close the gap between disadvantaged and non-disadvantaged students – in SC, HI and GG.</li> </ul>
<p>Students have access to any mental health and well-being resources they require.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged students have access to a mental health counsellor. All disadvantaged students are offered breakfast each morning.</li> </ul>
<p>Progress 8 score for disadvantaged students to be above national average through students being supported by tutoring programmes, required revision resources and materials, and access to appropriate support.</p>	<ul style="list-style-type: none"> <li>• The Progress 8 score and attainment scores for PP students to be at/above national average.</li> <li>• No gap in attainment or progress between PP students and their peers</li> <li>• Progress 8 scores of Ebac subjects (SC, HI, GG) to be in line with other subjects.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 147,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium leadership</i>	This approach aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021).	1,2,3,4,5,6,7,8,9,10,11
<i>Trust Lead Practitioner contribution</i>	<p>Quality first wave teaching is foundational to supporting the academic progress of all students, particularly those from disadvantaged backgrounds. We will provide Continuous Professional Development (CPD) through our Trust Lead Practitioners focused on equipping our staff with effective strategies to enhance their teaching practices for pupil premium (PP) students. These strategies have demonstrated a significant positive impact, with evidence indicating that they can accelerate progress by up to +8 months within a condensed time frame.</p> <p>“Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <p>“Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English,</p>	2,5,6,7,8,9

	<p>mathematics and, to a lesser extent, science.” (Teaching and Learning Toolkit, 2021)</p>	
<p><i>Literacy leadership</i></p>	<p>To address the specific literacy needs of our pupil premium (PP) students, we are implementing targeted literacy interventions facilitated by Specialist Literacy Teaching Assistants (TAs). This approach is grounded in evidence-based research demonstrating the significant impact of reading comprehension strategies on student progress and achievement (Education Endowment Foundation, 2021). By tailoring activities and texts to match students' reading capabilities, these interventions aim to provide a supportive yet appropriately challenging learning experience for PP students.</p>	<p>5,8,9</p>
<p><i>HPA and KS2 transition leadership</i></p>	<p>Research indicates that students from disadvantaged backgrounds may experience negative academic and social outcomes during school transitions (Akos &amp; Galassi, 2004). Disruptions in learning and feelings of anxiety can hinder progress. Transition support programs that emphasise continuity in learning and positive social adaptation can mitigate the negative effects of the transition period (Eccles et al., 1993).</p>	<p>1,2,8,10,11</p>

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

Budgeted cost: £ 55,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentors</i>	Recognising the potential impact of personalised instruction, we implement targeted academic tutoring for our pupil premium (PP) students. This approach is grounded in strong evidence indicating that one-to-one tuition can lead to an average of five additional months' progress (Education Endowment Foundation, 2021). To ensure the effectiveness of this approach, we will ensure that tutoring is supplementary to regular classroom teaching and closely aligned with the curriculum, while also monitoring progress to maximise its benefits.	2,4,5,6,7,8,9,10
<i>Holiday and Saturday School</i>	Recognising the importance of extended learning opportunities, our pupil premium (PP) strategy incorporates weekend and holiday sessions. These sessions provide students, particularly those in Year 11, with additional time to reinforce their learning, build confidence, and enhance their ability to retain and apply knowledge effectively. Research indicates that additional learning time, such as after school and holiday sessions, positively affects student achievement (Cooper et al., 2006). Extended learning opportunities have been linked to improved self-confidence and self-efficacy among students (Vukovic et al., 2013).	1,2,4,5,6,7,8,9,10
<i>Support with resources</i>	Our pupil premium (PP) strategy acknowledges the significance of effective revision, recap, and recall strategies in	1,2,4,8



	<p>enhancing students' understanding, retention, and application of key concepts. To address the challenges posed by varying learning needs and to ensure equitable access to resources, we have integrated a range of software tools into our approach.</p>	
--	--	--

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

Budgeted cost: £ 203,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral leadership – Year Group Coordinators</i></p> <hr/> <p><i>Pastoral Manager</i></p>	<p>Providing high-quality pastoral support aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021).</p> <p>Evidence shows that behaviour interventions, when consistently implemented and closely monitored, can lead to improved academic progress and a positive school environment (Education Endowment Foundation, 2021).</p>	<p>1,2,3,4,10,11</p>
<p><i>Enrichment support- including CCF and D of E</i></p>	<p>“The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress.” “Wider benefits such as more positive attitudes to learning and increased well-being have also</p>	<p>1,2,3,4,10,11</p>

	consistently been reported.” (Teaching and Learning Toolkit, 2021)	
<i>Behaviour support</i>	<p>Evidence suggests that behavioural interventions can significantly improve student behaviour and academic achievement (Hawkins et al., 1992).</p> <p>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” (Teaching and Learning Toolkit, 2021)</p>	1,3
<i>SEND and medical support</i>	<p>Research indicates that early intervention is essential for addressing attendance and behaviour issues before they escalate (Education Endowment Foundation, 2021).</p> <p>SEND and medical support can establish strong partnerships with families to identify barriers to attendance and behaviour and provide targeted support (Kercher &amp; Li, 2016).</p>	1,3,4,11
<i>Therapy, Counselling and Mentoring</i>	<p>Evidence highlights that children from disadvantaged backgrounds often possess weaker Social Emotional Learning (SEL) skills, which can negatively affect their mental health and academic outcomes (Education Endowment Foundation, 2021). To address these challenges, we are partnering with reputable external agencies such as Football Beyond Borders, MAD, Youth Up and KG Therapy</p>	1,2,3,4,10,11

	to implement interventions that aim to enhance students' emotional regulation, social skills, and overall wellbeing.	
<i>Trip Support</i>	Research demonstrates that exposure to novel and enriching experiences can significantly enhance students' motivation to learn (Csikszentmihalyi, 1990). Enrichment activities like trips and music education can spark interest and curiosity, fostering a positive attitude toward learning.	1,2,4,10
<i>Uniform Support</i>	A school uniform provides students with a visible and consistent identity, reducing social comparisons and enhancing a sense of belonging and pride (Bodine, 2003).	1,4,10,11

**Total budgeted cost: £ 405,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2023-24 Outcome Metrics:

#### Attendance

2023/24	Attendance	Lates	% Late	%Auth	%unauth	FSM	None FSM	LAC (3 students)	SEND K	None SEND
Year 7	93.8	526	0.95	3.34	2.62	91.4	95.5	0	91	94.5
Year 8	91.2	865	1.22	3.79	4.02	86.3	93.3	0	89.6	91.4
Year 9	91.5	1089	1.72	3.8	4.62	86.7	94	74	81.8	93.1
Year 10	90.6	1620	2.25	3.78	5.08	89.3	91.3	84.57	83.7	91.4
Year 11	89.6	2450	3.77	3.76	6.92	87.7	92.2	0	75	91.5
<b>School</b>	<b>91.7</b>	<b>6550</b>	<b>2.04</b>	<b>3.72</b>	<b>4.76</b>	<b>88.3</b>	<b>92.8</b>	<b>77.5</b>	<b>85.2</b>	<b>92.2</b>

EHCP	PP (Pupil Premium)	None PP	PA (numbers)	PA (%)	SA (numbers)	SA (%)	Male	Female
98.2	91.66	95.21	32	19%	2	1%	93.3	94.4
0	87.49	93.45	57	27%	11	4%	89.3	92.4
0	86.07	93.95	48	25%	5	2%	91.7	91.3
87.3	89.14	91.28	58	30%	14	6%	91.2	89.9
50.8	81.09	85.68	67	27%	16	7%	89.6	89.7
<b>76.6</b>	<b>87.1</b>	<b>91.6</b>	<b>262</b>	<b>26</b>	<b>48</b>	<b>4.17</b>	<b>91</b>	<b>91.5</b>

#### Exclusion data

*The percentage of PP students excluded is in line with non PP students (51.9%/48.1%)*

	Total sessions	Pupil Premium			Non – Pupil Premium		
		Number of students	Number of sessions	% of total sessions	Number of students	Number of sessions	% of total sessions
Year 7	67	9	57	85.1%	2	10	14.9%
Year 8	154	14	90	58.4%	11	64	41.6%
Year 9	164	17	110	67.1%	16	54	32.9%
Year 10	103	8	39	37.9%	13	64	62.1%
Year 11	46	8	24	52.2%	10	22	47.8%
<b>Total</b>	<b>534</b>	<b>56 (51.9%)</b>	<b>320</b>	<b>59.9%</b>	<b>52 (48.1%)</b>	<b>214</b>	<b>40.1%</b>

	Foci	Disadvantaged students	Non-disadvantaged students	Gap	National Av. (Disadvantaged students) 22-23	National Av. (Non-disadvantaged students) 22-23	Gap
Y11 (23-24)	Cohort size	34.4% (78 students)	65.6% (149 students)	N/A	29.5%	70.5%	N/A
	Actual GCSE Progress Score	-0.40	-0.20	-0.20	-0.41	0.18	-0.59
	Achieving 9-7 Eng & Maths	6.4%	8.7%	-2.3	6.6%	14.9%	-8.3
	Achieving 9-5 Eng & Maths	26.9%	40.9%	-14	29.3%	51.1%	-21.8
	Achieving 9-5 Eng	55.1%	61.7%	-6.6	45.6%	67.1%	-21.5
	Achieving 9-5 Maths	29.5%	47.7%	-18.2	34.7%	57%	-22.3
	Achieving 9-4 Eng & Maths	42.3%	66.4%	-24.1	49%	72.3%	-23.3
	Achieving 9-4 Eng	69.2%	78.5%	-9.3	62.1%	81.6%	-19.5
	Achieving 9-4 Maths	46.2%	69.8%	-23.6	55.4%	77.2%	-21.8
	Students achieving 5 Standard Passes inc Eng + Ma	39.7%	56.4%	-16.7	43.9%	67.8%	-23.9
	Students achieving 5 STRONG Passes inc Eng + Ma	1.3%	0%	+1.3	26.3%	47.6%	-21.3
	Av. EBacc Attainment 8 Grade	3.83	4.52	-0.69	3.61	4.84	-1.23
	23-24 Y11 Attendance	87.8%	90.7%	-2.9	82.9%	91.4%	-8.5
	23-24 Y10 Attendance	88.5%	91.4%	-2.9	83%	91.7%	-8.7
	23-24 Y9 Attendance	86.5%	93.6%	-7.1	84.2	92.1	-7.9
23-24 Y8 Attendance	86.4%	93.3%	-6.9	86.2	93.1	-6.9	
23-24 Y7 Attendance	91.1%	95.1%	-4	88.7	94.4	-5.7	
23-24 Whole School Attendance	88.1%	92.8%	-4.7	85.3%	92.6%	-7.3	

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
-----------	----------
