



**Ark John Archer Primary Academy
PUPIL PREMIUM STRATEGY STATEMENT**

2022 / 2023



Ark John Archer Primary Academy Pupil Premium Strategy Statement 2022 – 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ark John Archer Primary Academy
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Kate Magliocco – Regional Director
Pupil Premium Leads	Moira Cruddas & Glenn Prior
Governor / Trustee lead	Katie Oliver

** The Education Endowment Fund's (EEF) research rightly recommends that schools follow an 'Assess, Plan, Do, Review' model when allocating Pupil Premium funding. The school has been successful in meeting the needs of pupils over the past two years and we anticipate our priorities remaining the same over a three-year period. However, we have had significant student mobility during the Covid period and for this reason, we believe it to be prudent to review our approach annually given the changing student population.*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,660.00
Recovery premium funding allocation this academic year	£16,820.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£177,480.00

Statement of Intent

The mission of Ark is to ensure that all children, regardless of background, leave school with genuine choices in how they shape their future. As an Ark school, we share this aim and recognise our responsibility to do all we can to enable children leave our school secondary ready. As a school with 60% of pupils eligible for Pupil Premium, we recognise the importance of spending this funding in areas that will help to close the attainment gap and ensure that there is equality of opportunity regardless of background.

The school prioritises the funding to support all pupils in receipt of Pupil Premium funding who are either under-achieving or in danger of under-achieving and to raise aspirations.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.
- Continuing support for children and families from members of staff to provide advice and support for parents with particular focus on improving attainment through improving attendance, widening experiences, developing self-esteem and behaviour for learning.

The academy draws on research evidence (such as the [Sutton Trust Toolkit](#)) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

Evidence Base

In June 2019, the EEF published their guide to the [Pupil Premium](#) with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- a. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- b. The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.
- c. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

At Ark John Archer, we also believe that knowledge acquisition and access to a broad, experiential curriculum are also vital in ensuing success.

Challenges

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

Challenge Number	Detail of challenge
1	Disadvantaged pupils generally start their education with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently
2	Pupils' attendance is not in line with national and persistent absence is above national data for PP children
3	Limited enjoyment of reading both within and beyond the school day
4	Pupils and families with disadvantage can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital
5	Pupils with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children
6	Pupils with multiple vulnerabilities (PP & SEND) have additional barriers to learning and require support to build their resilience/readiness for learning
7	Pupils do not achieve as well as they could by the end of KS2, especially those with PP – the gap needs to be narrowed

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
To ensure ≥90% of pupils pass the Phonics Screening Check	Three-year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation
Reduce the gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving ARE standard
All pupils without other complicating factors are confident readers by the end of KS1	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2
Pupils are able to self-regulate and manage emotions in appropriate way	In house progress data shows movement in developmental strands for pupils
Pupils' achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained	Subject leader data shows that PP pupils perform broadly in line with non-PP children Pupil voice shows a greater understanding of the world around them
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and co-teachers</p> <p>Deliver and embed reading Signature Strategies from 2022-23 to improve the quality of teaching through targeted training</p>	<p>Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2</p> <p>By the end of Year 1, children are reading with increased fluency</p> <p>Early reading success is linked to reading for pleasure</p> <p>EEF Phonics High impact for very low cost based on very extensive evidence</p>	1, 3, 6, 7
<p>Continue to work with Voice 21 to develop a high-quality oracy education for every child</p>	<p>Pupils' confidence and vocabulary impacts on their understanding of the wider world.</p> <p>Pupils speak with greater confidence individually, in discussion and to wider audiences outside of the Academy</p> <p>EEF Oral Language Very high impact for very low cost based on extensive evidence</p>	1, 4, 7
<p>Provide high quality professional development opportunities through weekly co-planning and coaching</p> <p>Facilitation of weekly coaching programme for teachers and co-teachers</p> <p>Implementation of the Great Teacher Rubric: high-quality coaching development for all teachers</p>	<p>EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.</p> <p>EEF Feedback Very high impact for very low cost based on extensive evidence</p>	1, 3, 6, 7
<p>1 x SLT member join NPQH program</p>	<p>Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes.</p>	1, 3, 6, 7

<p>NASENCo Accreditation training for the Early Reading Lead</p> <p>1 x Middle Leader join NPQLT to become excellent leaders of teaching at AJA</p> <p>1 x SENCo completes their NASENCo Accreditation</p> <p>1 x experienced teacher completes their NPQML course</p>	<p>Teachers will delve into the nuts and bolts of what makes an effective teacher, what good teaching looks like, and how they can lead others and they can learn from them.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regional Inclusion support offer from Ark – 5 x days of SALT support + NELI/Talk Boost</p>	<p>EEF Oral Language Very high impact for very low cost based on extensive evidence</p>	<p>1, 6</p>
<p>Lead EYFS Educator in post across the EYFS department to ensure that pupils completing EYFS achieve a GLD at least in line with national average</p> <p>SEND Teaching Assistant to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and learning and occupational therapy</p> <p>Teaching Assistants in EYFS to provide targeted small group and 1:1 support for pupils to support their spoken language through Talk Boost & NELI</p>	<p>EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy</p> <p>Success in the key areas provides a vital foundation for transition to Year 1</p> <p>PP meetings at key assessment points focus on the graduated response approach and inform subsequent interventions</p>	<p>1, 3, 6, 7</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for pupils that require Speech & Language intervention (<i>non EHCP</i>)	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
Additional time from Educational Psychology Service (12 days during 22-23 academic year)	To continue to support all of our children - particularly in those new to school and EYFS - that require professional assessment, but we also aim to use the Ed Psych service to develop staff competence and confidence through training and development EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds and those with multiple needs (including SEND)	1, 5, 6, 7
Rapidly close the provision gap to enable all pupils to read at or above their chronological reading age: 100% of pupils more than 2 years below chronological reading age receive an intervention Implementation of Lexia to support reading and fluency Access to NTP funded intervention teacher to support reading	The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy. Teacher led interventions can have greater impact because the planning and assessment for learning opportunities are responded to immediately.	1, 3, 6, 7
Provide targeted support and personalised provision for SEND pupils who are also PP. To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs. Access to NTP funded intervention teacher to close the gap for PP pupils	There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support. Where pupils have more than one vulnerability (SEND and PP) the gap between the cost of one-to-one support and SEND funding is allocated to these pupils. Research shows that personalised provision best meets pupils' needs.	6, 7

School Led Tutoring Funding - £16,820.00

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To meet with targeted parents of children who are persistently absent, every 2 weeks to set targets and to decrease their rates of PA	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.	2, 5
To ensure all children have access to a healthy breakfast and an opportunity to start their day in a positive environment	A healthy breakfast has a clear link to concentration and learning Reduced lateness Improved behaviour for learning particularly in the mornings as a result of a positive start to the day Ensure there is widely available breakfast products for parents/carers/families	5
To increase self-confidence and well-being of identified pupils To part-fund the Attendance Officer to support children and families with developing attendance, behaviour and self-esteem Attendance Officer support all aspects of pupil behaviour and welfare with individual meetings, one to one and group support, meetings with parents and outside agencies	Pupils are more independent in the choices that they make regarding their behaviour Parents understand the way their child's behaviour is supported in school and home/school links are strengthened. Families are guided to access support from outside agencies such as Early Help	4, 5, 6
Provide enrichment opportunities to supplement the curriculum: trips, visits, talks, subscriptions, etc. To ensure all pupils have a wide variety of rich experiences.	Equality of opportunity through providing access for families with challenging financial constraints Ensure parents/carers/families have access to after school clubs and after school wraparound care Ensure all children have access to school trips to broaden their knowledge of the curriculum and enrich their cultural capital	4, 5
To ensure all children have access to the right equipment in order for	Equality of opportunity through providing access for families with challenging financial constraints	4, 5

them to access the school curriculum at home and at school e.g. uniform, books, pencils, pens etc		
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Total budgeted cost: £ 180,000.00

Part B: Review of Outcomes in the Previous Academic Year 21/22

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Performance measures have not been published for 2019 to 2020, 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account

Phonics

	Target	Actual
Year 1	80%+	87% (PP – 85%)

Key Stage 2

	Actual
RWM	63% (PP – 59%)
Reading	82% (PP – 86%)
Writing	74% (PP – 77%)
Maths	63% (PP – 59%)

Externally Provided Programmes

Non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Fresh Start Reading Intervention	Read, Write, Inc.
Read, Write, Inc. Phonics Program	Read, Write, Inc.
Times Tables Rock Stars	Maths Circle Ltd
Mathletics	3P Learning
Bookmark Reading	Bookmark

Service Pupil Premium Funding

N/A for Ark John Archer