

# Pupil Premium Strategy Plan 2021-2024

## 2022-2023 Year

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 (2021-22)
School name	Robert Arkenstall Primary School
Number of pupils in school	285 (273)
Proportion (%) of pupil premium eligible pupils	22% (64) (23% (64))
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it was last reviewed	October 2022
Statement authorised by	K Bonney
Pupil premium lead	R Fisher
Governor lead	O Petherick

### Funding overview

Detail	Amount (2021-22)
Pupil premium funding allocation this academic year	£92940 (£85940)
Recovery premium funding allocation this academic year	£9072 (£8845)
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	£102012 (£94785)

## Part A: Pupil premium strategy plan

### Statement of intent

*As a school we are committed to raising the achievement for 'socially disadvantaged' pupils and understand that many of these pupils must make accelerated progress to achieve this. All members of staff, governors and teaching assistants accept responsibility for these pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.*

*Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that we focus on support for disadvantaged pupils.*

*We, as a school, are able to determine how best to use the Pupil Premium and Recovery Premium grant to support pupils and raise educational, social and emotional attainment through:*

- *Focusing resources, support and intervention to narrow the gap between disadvantaged and non-disadvantaged pupils*
- *Ensuring gaps in knowledge are identified quickly and effectively targeted using quality first teaching and therapies*
- *Ensuring all pupils are exposed to a wide range of social/cultural and sporting experiences, increasing equity of opportunity for all pupils*
- *Addressing pupils' mental and emotional needs are met so they can access learning effectively*

*Our strategy is informed by key research including:*

- *EEF (Education Endowment Foundation)*
- *Fischer Family Trust*
- *Sutton Trust*
- *The National Literacy Trust*
- *University of Cambridge Primary School*

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress for disadvantaged pupils is an uneven picture across the school.
2	Social and emotional development needs are higher for eligible pupils, which can slow progress.
3	Oral language skills at the end of Reception are lower for eligible pupils, which can slow functional literacy progress in subsequent years.
4	Attendance rates for children eligible for PP are lower than non-PP
5	Enhanced/improved cultural capital – trips, activities, extracurricular activities
6	Impact of Covid-19 school closures

## 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
Improve reading skills for pupils eligible for PP	Pupils eligible for PP funding make rapid progress in reading so that by the end of Key Stage 2 they at least meet age related expectations.
Improve mathematical fluency for pupils eligible for PP.	Pupils eligible for PP funding make rapid progress in maths so that by the end of Key Stage 2 they meet age related expectations.
Social, emotional and behavioural difficulties (SEBD) addressed.	Increased learning engagement for pupils eligible for PP funding measured by reduced behaviour incidents and increase in Boxall diagnostic profile.
Improve oral language skills for pupils eligible for PP.	Pupils eligible for PP funding in Early Years make rapid progress by the end of the year so that they meet age related expectations as measured by the Early Years Profile.
Increased attendance inc. lateness for pupils eligible for PP.	Overall PP attendance remains above 95%
Enhanced/improved cultural capital – trips, activities, extracurricular activities and support with uniform, materials, resources if applicable.	The needs of PP children are carefully planned and met by the additional support they require.

## Activity in this academic year (2022-23)

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: £24800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of teachers and deputy headteacher to carry out progress meetings in spring and summer terms.	FFT data 1:1 support with class teachers	1
Training for all staff in developing emotional literacy	Emotional literacy is a key part of our therapeutic behaviour policy, especially expanding children's emotional vocabulary and supporting them to express emotions.  The EEF recommends training and support for all staff in social and emotional learning, as well as a schoolwide approach. <a href="#">Link</a>	2
Source, train for and implement a new system for teaching phonics	The EEF promotes staff training for good pedagogical and content knowledge in phonics <a href="#">Link</a>	1
Train a teacher via thrive to be a mental health lead for the school	Emotional literacy is a key part of our therapeutic behaviour policy, especially expanding children's emotional vocabulary and supporting them to express emotions.	2
Training and delivery of Nuffield Early Language Intervention (NELI) to improve spoken language.	EYFS data shows that of the 8 children who did not achieve their ELG for speaking and listening, 5 were PP. (non-PP 91% success rate; PP 44 % success rate).  Evidence suggests that progress has been severely impacted by Government school closure.  The EEF identifies NELI as having 'a significant positive effect on a	3

	composite measure of language skills' <a href="#">Link</a> .	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support available for identified groups and individuals in class in all core lessons, particularly in KS1.  TAs will use PiXL therapies to deliver bespoke support	FFT data  Each class in our school has children who require a more bespoke curriculum, or additional adult support to access an age-related curriculum. Without TA support, many disadvantaged children would fall further behind rather than making accelerated progress.  Research shows that effective deployment of TAs can result in additional progress in excess of 4 months over a year. <a href="#">(EEF)</a>	1
Use of a TA reading champion to raise standards in KS2, using resources including reciprocal reading, PiXL therapies and AR data	EEF recommends <a href="#">reciprocal reading</a> as a tool for raising standards.  Cost will include AR subscription, PiXL membership and reciprocal reading resources, as well as TA hours	1
Use of small or 1:1 intervention groups using recovery premium to top up school-led tuition	FFT data PiXL data  Led by <a href="#">Government guidance and EEF research</a>	1
Intervention support provided for Key Stage 1 phonics	The EEF states that 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.' <a href="#">(EEF)</a>  Research shows that effective deployment of TAs can result in additional progress in excess of 4 months over a year. <a href="#">(EEF)</a>	1

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

Budgeted cost: £20144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train and deploy a TA as an Emotional Literacy Support Assistants (ELSA)	<p>We have identified 8 of our disadvantaged pupils who are in need of additional social and emotional support, plus other non-disadvantaged children.</p> <p>Emotional literacy is a key part of our therapeutic behaviour policy, especially expanding children's emotional vocabulary and supporting them to express emotions.</p> <p>Dedicated TA time will allow us to follow recommendation 1 from the <a href="#">EEF's guidance report</a> by teaching SEL skills explicitly</p>	2
Employ midday supervisors 4 times a week in both KS1 and KS2 to hold calm, productive, inside activities at lunchtime.	<p>We have identified 8 of our disadvantaged pupils who are in need of additional social and emotional support, plus other non-disadvantaged children.</p> <p>Some of these children need quiet, organised playtimes to avoid confrontation and avoid high levels of anxiety which leads to a detrimental effect on their subsequent learning.</p>	2
Implement strategies for raising attendance for PP children: systems and processes, teacher-led parental interviews	<p>Attendance rates for children eligible for PP are 87% compared to 95% for other pupils.</p> <p>The Education Endowment Foundation is currently undertaking a <a href="#">rapid evidence assessment</a> on attendance interventions and programmes.</p>	4
Funding for PP children to attend events and visits which enrich the curriculum and raise cultural capital. E.g Year 6 residential, Young voices, curriculum trips, theatre companies, swimming and sporting events.	<p>We believe that no child should miss out on positive experiences for social/economic reasons.</p> <p>Our behaviour policy is underpinned by the belief that positive experiences breed positive feelings and behaviours.</p>	5
Funding of Happy Self journals for disadvantaged pupils with SEBN	Integral part of emotional literacy work	2

**Total budgeted cost: £102012**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

*Key Stage 2 test and assessment data suggest that the gap between disadvantaged and non-disadvantaged children has narrowed significantly in reading and writing, but widened slightly in maths. The gap in those achieving ARE in reading, writing and maths has narrowed significantly.*

*Key stage one assessment data suggests that the gap between disadvantaged and non-disadvantaged has narrowed significantly in all areas.*

*However, the data for the two comparison years is not comparable in terms of cohort, basing a disadvantaged number of 3 children in 2019 to 10 children in 2022. in KS2 and 5 children to 10 children in KS1.*

#### Other outcomes

- Tuition for 2021-22 was carried out successfully, with 36 children in KS2 and 11 children in KS1 receiving 15 hours of tutoring (705 hours.)
- Year 6 data for 2021-22 show that the APS for children who received tutoring Vs all other children was:



Reading 5.8 Vs. 0.7

Maths 7.6 Vs. 7.6

- % of children achieving EXS at end of KS2 compared with October was:

Reading 67% Vs. 11%

Maths 0% Vs. 43%

- All relevant staff have been trained in the new phonics system and are in the process this year of embedding.
- All KS1 staff are NELI trained
- Funding was spent on additional phonics support in 2021-22 amounting to 6 identified children for 2x15 minute sessions per week.
- Attendance for all children for academic year 2021-22 was 92%
- Attendance for PP children was 82% (however, figures include traveller family, Ukrainians and 2 children on part-time timetable)
- Attendance for FSM6 was 88%
- In 2021-22, 10 children were helped with funding for Year 6 residential.
- 5 PP children attended young voices in Birmingham.
- No children were unable to access swimming or sporting events. Subsidised funding for sports events in 2021-22 amounted to £177
- Estimated residential funding for 2023 residential is £1025
- 14 children have happy self journals as of October 2022

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
PiXL PrimaryWise	PiXL