

Pupil Premium Strategy Plan 2021-2024

2023-2024 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 (2023-24)
School name	Robert Arkenstall Primary School
Number of pupils in school	282 (285)
Proportion (%) of pupil premium eligible pupils	22% (63) (22% (64))
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it was last reviewed	October 2023
Statement authorised by	K Bonney
Pupil premium lead	R Fisher
Governor lead	O Petherick

Funding overview

Detail	Amount (2023-24)
Pupil premium funding allocation this academic year	£80005 (£92940)
Recovery premium funding allocation this academic year	£8845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£88850 (£102012)

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 (2023-24)

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: £3000

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 TA data 1:1 support with class teachers	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1

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

Budgeted cost: £67706

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.	FFT data TA 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.	1

	Research shows that effective deployment of TAs can result in additional progress in excess of 4 months over a year. (EEF)	
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>NTP allocation for 23/24 is £3982.50</p>	1
Intervention support provided for Key Stage 1 phonics	<p>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.' (EEF)</p> <p>Research shows that effective deployment of TAs can result in additional progress in excess of 4 months over a year. (EEF)</p>	1

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

Budgeted cost: £18144

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>	4

	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.	
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.	We believe that no child should miss out on positive experiences for social/economic reasons. Our behaviour policy is underpinned by the belief that positive experiences breed positive feelings and behaviours.	5
Funding of Happy Self journals for disadvantaged pupils with SEBN	Integral part of emotional literacy work	2

Total budgeted cost: £88850

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we also compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

KS1 attainment:

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
-	Local Authority	7,466	33.4%	66.1%	19.1%	43.5%	56.0%	7.2%	30.9%	68.6%	15.9%	52.1%	5.4%	52.0%
	Not FSM6	5,885	28.5%	71.0%	22.2%	38.3%	61.2%	8.6%	25.6%	73.9%	18.6%	57.3%	6.5%	57.2%
	FSM6	1,579	51.6%	47.7%	7.5%	62.8%	36.6%	1.9%	50.7%	48.6%	6.0%	32.6%	1.5%	32.6%
	Unknown	2	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	50.0%	0.0%	50.0%
2070	Robert Arkenstall Primary School	48	35.4%	64.6%	8.3%	33.3%	66.7%	10.4%	25.0%	75.0%	8.3%	60.4%	8.3%	60.4%
	Not FSM6	38	23.7%	76.3%	10.5%	23.7%	76.3%	13.2%	15.8%	84.2%	10.5%	71.1%	10.5%	71.1%
	FSM6	10	80.0%	20.0%	0.0%	70.0%	30.0%	0.0%	60.0%	40.0%	0.0%	20.0%	0.0%	20.0%

This shows that in KS1 the FSM6 children did significantly worse than non-FSM6 children in all subjects and worse than comparative children across the LA.

KS2 attainment:

Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
-	LA	7,802	57.3%	7.5%	105.7	26.0%	73.0%	32.9%	67.6%	11.6%	104.1	27.6%	71.4%	25.0%	104.8	28.5%	70.6%	29.9%
	Not FSM6	5,804	64.3%	9.2%	106.8	20.4%	78.7%	38.4%	74.0%	14.3%	105.4	21.0%	78.2%	29.6%	106.0	22.1%	77.1%	34.8%
	FSM6	1,998	37.1%	2.4%	102.2	42.2%	56.4%	16.9%	49.0%	3.9%	100.2	46.6%	51.7%	11.5%	101.0	47.3%	51.5%	15.4%
2070	Robert Arkenstall Primary School	42	69.0%	16.7%	107.1	16.7%	83.3%	45.2%	76.2%	21.4%	106.0	21.4%	78.6%	35.7%	106.6	23.8%	76.2%	50.0%
	Not FSM6	32	75.0%	18.8%	108.4	9.4%	90.6%	50.0%	84.4%	25.0%	106.7	15.6%	84.4%	31.3%	107.9	15.6%	84.4%	50.0%
	FSM6	10	50.0%	10.0%	102.9	40.0%	60.0%	30.0%	50.0%	10.0%	103.7	40.0%	60.0%	50.0%	102.5	50.0%	50.0%	50.0%

This shows that our FSM6 did not do as well as our non-FSM6. However, in reading, writing, maths and combined our FSM6 children did better than LA. Our FSM6 higher attainment was better than LA non-FSM6 higher attainment.

KS2 progress:

Etab No.	Etab. Name	Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
				Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
-	LA (state-funded schools)	7,810	7.7	91.8%	54.6%	+0.63	±0.15	92.3%	54.1%	-0.65	±0.14	91.7%	52.1%	-0.09	±0.14
	FSM 6	2,000	7.0	92.5%	44.7%	-0.85	±0.29	93.1%	46.6%	-1.97	±0.27	92.2%	41.7%	-1.70	±0.27
	Non FSM 6	5,810	8.0	91.6%	58.0%	+1.14	±0.17	92.0%	56.8%	-0.19	±0.16	91.6%	55.7%	+0.48	±0.16
2070	Robert Arkenstall Primary School	42	7.8	92.9%	69.2%	+3.02	±1.97	92.9%	79.5%	+1.45	±1.90	92.9%	69.2%	+2.18	±1.86
	FSM 6	10	7.4	80.0%	75.0%	+3.40	±4.36	80.0%	62.5%	-0.67	±4.19	80.0%	62.5%	+1.96	±4.10
	Non FSM 6	32	8.0	96.9%	67.7%	+2.93	±2.21	96.9%	83.9%	+2.00	±2.13	96.9%	71.0%	+2.24	±2.08

This shows that in reading our FSM6 children made better progress than our non-FSM6 children. The FSM6 progress data for all subjects was better than LA. Additionally, our FSM6 progress data was also above LA non-FSM6 data.

Other outcomes

MTC

Etab. No.	Etab. Name	FSM Ever 6	Cohort	Eligible ¹	No Score ²	Score					Average Score ³ (out of 25)
						0-5	6-10	11-15	16-20	21-25	
-	Local Authority - Cambridgeshire		7,154	7,053	2.6%	2.2%	6.6%	13.3%	18.5%	56.8%	19.8
	FSM6		1,654	1,625	5.4%	4.7%	11.9%	21.8%	19.9%	36.2%	17.1
	Not FSM6		5,500	5,428	1.7%	1.4%	5.1%	10.7%	18.0%	63.0%	20.6
2070	Robert Arkenstall Primary School		38	38	5.3%	2.6%	7.9%	10.5%	21.1%	52.6%	19.7
	FSM6		8	8	12.5%	0.0%	0.0%	12.5%	37.5%	37.5%	19.7
	Not FSM6		30	30	3.3%	3.3%	10.0%	10.0%	16.7%	56.7%	19.7

This shows that there was no gap between FSM6 and non-FSM6 children in terms of average score, although a greater percentage of FSM6 did not score. Our FSM6 children out performed LA FSM6.

- Tuition for 2022-23 was carried out successfully, with 45 children in KS2 and 16 children in KS1 receiving 15 hours of tutoring (915 hours.) This successfully used all our recovery premium allocation for the year. Before and after progress data for Year 6 children who received tutoring was:

Reading Progress Matrix for 4 Pupils (from 2022-2023) in Year 6, 4 Pupils Selected				2022/23 Aut1 Reading Main Assessment	2022/23 Sum2 Reading SAT Scaled Score
Y6 Sum2 SAT Scaled Score				89	98
Y6 Aut1 Main Assessment				92	100
90-99				91	101
105-109				98	105
1 pupil (25%)				92	101
2 pupils (50%)					
1 pupil (25%)					

Writing Progress Matrix for 8 Pupils (from 2022-2023) in Year 6, 8 Pupils Selected

		Y6 Sum2 SAT Scaled Score	
		90-99	100-104
Y6 Aut2 Main Assessment	WTS	3 pupils (38%)	4 pupils (50%)
	EXS -		1 pupil (12%)

2022/23 Aut2 Writing Main Assessment	2022/23 Sum2 Writing SAT Scaled Score
WTS	91
WTS	91
WTS	91
WTS	103
WTS	103
WTS	103
EXS -	103
WTS	103
WTS	98

Maths Progress Matrix for 4 Pupils (from 2022-2023) in Year 6, 4 Pupils Selected

		Y6 Sum2 SAT Scaled Score	
		90-99	100-104
Y6 Aut1 Main Assessment	90-99	2 pupils (50%)	2 pupils (50%)

2022/23 Aut1 Maths Main Assessment	2022/23 Sum2 Maths SAT Scaled Score
90	97
94	99
97	102
97	104
94	100

- Of the children who did tutoring in Reading in Year 5, 100% made EXS.
- Of the children who did tutoring in Maths in Year 5, 50% made EXS.
- Funding was spent on additional phonics support in 2022-23 amounting to 6 identified children for 2x15 minute sessions per week.
- Attendance for all children for academic year 2022-23 was 93%
- Attendance for PP children was 89%, up from 82% last year.
- In 2022-23, 8 children were helped with funding for Year 6 residential to a total £1860
- No children were unable to access swimming or sporting events.
- Estimated residential funding for 2023 residential is £1190.
- 10 children have happy self journals as of October 2023.

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 Primary	PiXL

