



Ark Ayrton Primary Academy

Pupil Premium Strategy Statement

2021-22

Document created: December 2021



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Ayrton Primary Academy
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	246/416 59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22*
Date this statement was published	15 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Magliocco, Regional Director, Ark
Pupil premium lead	Sophie Bennett-Acres (Head of School)
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. Ark Ayrton has been successful in meeting the needs of pupils historically 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	£297,245
Recovery premium funding allocation this academic year	£32,045
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	£329,290

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. At Ark Ayrton, we share this aim and recognise our responsibility to do all we can to enable children to leave here ready to be global citizens and for the next stage of their education. As a school with over 246/416 (59%) 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. Our bespoke Horizons curriculum ensures that we are consciously providing opportunities for our most disadvantaged children to close the gap.

The school prioritises the funding to support all children 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 children recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Knowing every child and their family well and understanding any pastoral, social and academic barriers
- Valuing every child and their family and ensuring development to their full potential, irrespective of any disadvantage
- Improving the quality of teaching and provision for all children to ensure best possible outcomes
- Providing targeted support and provision in order to close the gaps between the disadvantaged and non through, for example, in-class support, small group and 1-1 intervention
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups
- Improving disadvantaged children's/families' engagement with school and learning, including improving attendance
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities
- Supporting our children and families' well-being and pastorally

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 Ayrton, we also believe that knowledge acquisition, a broad and balance experiential curriculum and a culture based on positive relationships and knowing every child and family, are also vital in ensuing success.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children 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	Childrens' attendance is not in line with national and persistent absence is above national data for PP children. At the end of Friday 10 th December, attendance to date for the Autumn term 2021 was: All children 92.49% PA 28.91% PP 91.87% PA 31.62% Non PP 93.43% PA 24.85%
3	Limited opportunities to engage with reading outside of the school day
4	Children and families with disadvantage can lack the opportunity to engage with learning and broader learning and enrichment opportunities that support the development of cultural capital
5	Children with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children
6	Children with multiple vulnerabilities (PP and SEND) have additional barriers to learning and require support to build their resilience/readiness for learning
7	Children do not achieve as well as they could by the end of KS2, especially those with PP – the gap needs to be narrowed

In addition to the above, during school closure the attainment gap between PP and non-PP pupils widened and the full effect of lockdown on disadvantaged pupils' social and emotional wellbeing is still being uncovered.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current one year strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure 90%+ of children pass the Phonics Screening Check	Sustained increase in the Y1 pass rate with children achieving above national expectations year on year No gap or significantly reduced gap between PP and Non PP children
Reduce the gap between PP and Non PP children achieving ARE and GDS in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP children achieving ARE and GDS
Reduce the reading age/chronological age gap at the end of this year	All children will have closed the gaps between their current and chronological reading age
Children are able to self-regulate and manage their emotions in an appropriate way	In house data, entry and exit data shows progress in developmental strands for identified children
Children's achievement across the curriculum is in line with Non PP children	Data shows that PP children perform broadly in line with non-PP children Gaps closed in all curriculum subjects areas between Non PP and PP children.

Intended outcome	Success criteria
Cultural capital for PP children is developed and PP engage well with provision	Pupil voice shows a greater understanding of the world around them In house data shows increased and sustained engagement and take up of provision
Attendance for PP children improves and persistent absence reduces. Current gap (6.8%)	Attendance data shows gap has closed over the year and has improved for PA children against previous years

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: £94,000

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 Teaching Assistants from the Phonics Lead (teacher)</p> <p>English Lead to refine the reading model and interventions to ensure all children develop fluency, comprehension and word reading at an accelerated rate</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>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>Provide high quality professional development opportunities through weekly co-planning and coaching</p> <p>Facilitation of weekly coaching programme for teachers and teaching assistants</p> <p>Implementation of the Great Teacher Rubric: high-quality coaching development for all teachers</p> <p>Real time coaching for teachers identified as needing additional support</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

Assistant Headteacher for Teaching and Learning to co-plan and coach teachers weekly to ensure identified children and groups in each year group are effectively planned for, receive effective feedback and catch up	Teachers will bring evidence-based teaching and learning strategies into classrooms, meaning high quality teaching and improved outcomes for children	1, 3, 6, 7
Non-class based Maths and English Assistant Headteachers this year to support teachers to ensure effective planning and provision for children and groups	EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.	

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

Budgeted cost: £127,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non class based phonics TA for 1-1 and small group phonics intervention from Reception to Y2 Release of an EY teacher for catch up speech and language interventions	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
Learning Support Assistant to provide targeted small group and 1:1 interventions for speech and language therapy, cognition and learning and occupational therapy in reception	EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy Success in the key areas provides a vital foundation for transition to Year 1 PP meetings at key assessment points focus on the graduated response approach and inform subsequent interventions	1, 3, 6, 7
Additional TA in Reception to provide additional booster sessions to our youngest disadvantaged children	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
Teacher catch up led sessions across Years 2-6. National Tutoring Programme	EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. Therefore, by having our own teachers released from class to deliver the catch up sessions, we can ensure quality of provision and maximise catch up progress	1, 2, 3, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time from Educational Psychology via SLA	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) EP to also work with staff to offer supervision and help plan effectively for identified children with PP and SEN	1, 5, 6, 7

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

Budgeted cost: £108,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Attendance Officer to support leaders with the whole school attendance strategy including monitoring, planning and provision for identified children and families many of whom are PP, to ensure improved attendance in line with national, which sustains over time	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other groups DFE Guidance – Improving school attendance: support for schools and local authorities Updated 7 th December 2021	2, 5
SLA with the Multi Agency Behaviour Service (MABS)	EEF Social and Emotional Learning Moderate impact for low cost	2, 5
To ensure all children have access to a healthy breakfast and an opportunity to start their day in a positive environment To provide a positive start to the day by running a funded Breakfast club	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	5
To fund the Pastoral Support Team to support children and families with developing attendance, behaviour and self-esteem Pastoral Support Team 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.	4, 5, 6
Provide enrichment opportunities to supplement the curriculum: trips, visits, talks, subscriptions, etc.	Equality of opportunity through providing access for families with challenging financial constraints	4, 5

To ensure all pupils have a wide variety of rich experiences.		
Part funding for well being teacher for children employed two days a week	Pastoral, emotional and social needs of children to be met before in order to improve educational outcomes	5, 6

Total budgeted cost: £329,290

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Phonics

	Target	Actual
Year 2		

Key Stage 2

	Actual
RWM	69% (PP – 5%)
Reading	78% (PP – 4%)
Writing	75% (PP – 8%)
Maths	90% (PP – 3%)

Externally provided programmes

Non-DfE programmes purchased in the previous academic year.

Programme	Provider
Fresh Start Reading Intervention	RWI
Read Write Inc	RWI
My Maths	My Maths
Year 6 Catch-Up	National Tutoring Programme
Bookmark Reading	Bookmark
Times Tables Rockstars	Maths Circle Ltd

Service Pupil Premium Funding

N/A for Ark Ayrton