

Pupil Premium Strategy Statement



School	Ark Ayrton Primary Academy
No of pupils in school R-6	398
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£269,630
Academic year or years covered by statement	Sep 2019 – Aug 2020
Publish date	November 2019
Review date	July 2020
Statement authorised by	A H-Chapman (HT)
Pupil premium lead	P Dawson
Governor lead	Katie Oliver (CoG)

Our Mission and Context

At Ark Ayrton we understand the challenges that socio-economic circumstances and deprivation can create in barriers to good achievement for children. We do not use this as an excuse, we use it as an opportunity and a motivation to support our pupils to overcome these challenges and experience success.

Common barriers our pupils face include –

- Social and emotional, mental health and well-being difficulties – this can affect readiness for learning and ability to sustain concentration
- Language gap and lower starting points on entry to school, particularly in Reception – the vocabulary gap and poorer reading behaviours can impact on communication, relationship building, phonics understanding and access to the curriculum
- High mobility – pupils who change school regularly tend to be further behind their peers and have lower starting points on entry to school
- Limited cultural capital and enrichment – this can limit language, understanding of and access to the curriculum and being able to make links in learning and across the curriculum

Evidence and research clearly shows that the greatest and most effective resource to improve outcomes for disadvantaged pupils is through excellent classroom teaching and practice. All class facing staff can be excellent practitioners and we are committed to providing a bespoke coaching model and programme of professional development for all teachers, teaching assistants and learning support assistants to achieve that.

All pupils deserve an entitlement to a curriculum that is rich and varied and one that provides them with the experiences and opportunities to overcome barriers and develop as confident readers, writers, mathematicians, thinkers, scientists, artists and problem solvers to name but a few! Enrichment activities and programmes within the curriculum need to develop and enhance pupils cultural capital and where pupils may not have access to this type of experience at home, we need to provide it.

Our curriculum is bespoke, it is consciously designed to meet the needs of our pupils within the context of their community, starting points, characteristics and barriers.

Our curriculum, delivered by expert practitioners will ensure that all pupils, including any vulnerable pupils, make great progress from their starting points and no pupil is disadvantaged.

Disadvantaged pupil progress scores for last academic year 2018 - 2019

Subject	
Reading	-0.3
Writing	-1.4
Maths	-0.9

Disadvantaged pupil performance overview for last academic year 2018-2019

Measure	Achieved School (national disadvantaged in brackets)
Meeting expected standard at KS2 Reading	74.2% (62%)
Meeting expected standard at KS2 Writing	71% (68%)
Meeting expected standard at KS2 Maths	74% (67%)
Meeting expected standard at KS2 RWM	71% (51%)
Meeting higher standard at KS2 Reading	22.6% (17%)
Meeting higher standard at KS2 Writing	9.7% (11%)
Meeting higher standard at KS2 Maths	19.4% (16%)
Meeting higher standard at KS2 RWM	6.5% (5%)

Strategy aims for disadvantaged pupils

Priority	Success Criteria
Close the language gap particularly for pupils starting reception Ensure all pupils in reception achieve well in phonics and reading	Children achieve a Good Level of Development and/or achieve age expectation for reading and make good progress from their starting points
Ensure disadvantaged pupils continue to achieve well in phonics in Y1	Three year increasing trend continues in achievement for this group - 96% in 2019
Improve the mental health and well-being of identified pupils so they are able to sustain engagement in learning and achieve well	Provision and support for identified pupils enables them to re-engage Progress of identified pupils is in line with all pupils
Ensure all children have access to enrichment opportunities and experiences	No child is disadvantaged from our enrichment programme, visits and opportunities so that they can have full access to the curriculum developing language skills and their cultural capital

Teaching priorities for current academic year

Aim	Target	Target date
Achievement in reading, writing and maths	Close the gap between the achievement of disadvantaged and non in reading, writing and maths in each year group	July 2020
Phonics	Y1 children to achieve at least in line with national average standard in phonics – school target 90%	June 2020

Targeted academic support for current academic year

Priority	Activity/Success Criteria
All staff to receive regular coaching visits and co-planning support to ensure the quality of teaching is at least good and effective in meeting the needs of all children	<p>Full time non class based/non-teaching DHT for teaching and learning to:</p> <ul style="list-style-type: none"> coach and co-plan with staff develop and support middle leaders to provide this to all class facing staff lead strategy meetings with all year groups to ensure planning and provision is meeting the needs of all children all PP pupils known to all class facing staff and are a focus in planning and teaching and reviews <p>Academy targets will be met and gaps will close</p>
Accelerate the progress of LA/pupils with SEND in reading, writing and maths	<p>Full time non class based/non-teaching SENCO to:</p> <ul style="list-style-type: none"> co-plan with staff for identified pupils (60% of pupils with SEND are also disadvantaged) develop, support and monitor teaching assistants in delivery of evidence based interventions work with EP (SLA for 1 day a week) to plan for identified children to ensure their needs are effectively understood and met <p>Academy targets will be met</p>
Dedicated speech and language, vocabulary and communication support in reception	Additional TA in Reception to support with speech and language, vocabulary and communication interventions
Reception and Y1 pupils to achieve the expected standard in phonics	<p>Dedicated phonics teacher to lead and support all staff delivering phonics teaching and plan and monitor additional phonics provision</p> <p>Additional specialist phonics TA to plan and deliver phonics interventions and provide resources and support for parents of identified pupils</p>
Projected spending	£188560

Wider strategies for current academic year

Priority	Activity/Success Criteria
Further develop the academy's curriculum to ensure high quality planning supports teachers to meet the needs of all children so that they achieve well	Subject leaders released to work with DHT and Curriculum Lead to develop the depth and progression of their subject <i>Broad and balanced curriculum rooted in knowledge, underpinned by cross curricular reading, development of vocabulary and subject specific vocabulary</i>
Develop our enrichment offer including after school clubs, visits and experiences so that all children have equal access and no child is disadvantaged from taking part	TAs hours increased so all class facing staff provide an after school enrichment activity – disadvantaged children prioritised to attend The academy provides 3 mini buses to keep the cost of travel down for parents and to ensure we are maximising the local and surrounding areas in our curriculum and enrichment programme including sports competitions etc Visits and experiences subsidised by the school to help ensure all pupils can take part <i>Educational visits, experiences, visitors and clubs are embedded in the curriculum affording all pupils the opportunities to bring learning to life, engage in debate and discussion and develop talents and skills sets</i>
Early identification and support of pupils with social and emotional, mental health and well-being difficulties	We provide and develop two pastoral workers to plan and deliver therapeutic interventions and support for identified pupils We use the Thrive programme to help with identification and screening and the subsequent plans and interventions that are then delivered
Projected spending	£85000

Monitoring and Implementation

Area	Implementation	Monitoring
Teaching	Weekly coaching visits Fortnightly co-planning support Strategy Meetings and Pupil Progress reviews	Moderation of coaching visits and action steps Fortnightly 1-1 meetings middle leaders and senior leaders Data analysis termly Planning and book looks Book Bingo with pupils
Wider strategies	Review and development of long and medium term plans Subject days for subject leaders with SLT and courses for subject leaders where appropriate Visits and experiences planned and published annually to link with curriculum and to support parents and carers with notice and costs Provision maps and weekly meetings with Inclusion Team Termly enrichment offer linked to pupil views and talents	Planning and book looks Book Bingo with pupils Interviews with subject leaders Data analysis (hard and soft) Pupil surveys and interviews

Review: last year's aims and outcomes

Aim	Outcome
Further narrow the gap between PP and Non at the end of EYFS, KS1 and KS2	See data overview
Accelerate progress of SEND	See data overview
Improve outcomes in phonics at the end of Y1	See data overview
Attendance	17/18 PP 94.52% 15.64% PA Non 96.09% 7.41% PA 18/19 PP 94.79% 14.22% PA Non 95.58% 11.22% PA

Performance of Pupils in receipt of Pupil Premium

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF THE EYFS					
	2015	2016	2017	2018	2019
No. of PP pupils		23	23	22	11
% of PP pupils achieving a Good Level of Development (GLD)		48%	83%	82%	70%
% of Non PP achieving a Good Level of Development (GLD)		66%	78%	69%	84%

PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN					
	2015	2016	2017	2018	2019
Number of PP pupils		28	27	29	25
% of PP pupils passing Y1 Phonics Screen		86%	78%	86%	96%
% of Non PP pupils passing Y1 Phonics Screen		91%	94%	81%	

PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS1					
	2015	2016	2017	2018	2019
Number of PP pupils			31	28	28
% of PP pupils achieving ARE in Reading		81%	71%	64%	82%
% of PP pupils achieving ARE in Writing		59%	55%	57%	64%
% of PP pupils achieving ARE in Maths		84%	68%	68%	79%

% of PP pupils achieving ARE in Reading, Writing and Maths		46%	53%	52%	64%
% of PP pupils achieving above ARE in reading		31%	26%	11%	29%
% of PP pupils achieving above ARE in writing		9%	16%	4%	4%
% of PP pupils achieving above ARE in maths		28%	13%	11%	29%
PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS2					
	2015	2016	2017	2018	2019
No. of PP Pupils		30	24	31	31
% of PP pupils achieving ARE in reading		40%	50%	55%	74%
% of PP pupils achieving ARE in writing		73%	63%	65%	71%
% of PP pupils achieving ARE in maths		60%	67%	61%	74%
% of PP pupils achieving ARE in reading, writing and maths		33%	50%	45%	71%
% of PP pupils achieving above ARE in reading		7%	8%	23%	23%
% of PP pupils achieving above ARE in writing		20%	4%	13%	10%
% of PP pupils achieving above ARE in maths		10%	8%	19%	19%
% of PP pupils achieving above ARE in reading, writing and maths		3%	4%	13%	6%
Reading Progress Measure		-3.0	-1.5	-1.8	-0.3
Writing Progress Measure		2.6	-1.9	-2.1	-1.4
Maths Progress Measure		0.3	1.1	-2.7	-0.9

PERFORMANCE OF SEND PUPILS EYFS					
	2015	2016	2017	2018	2019
Number of SEND pupils				7	5
% achieving GLD				29%	40%

PERFORMANCE OF SEND PUPILS YEAR 1 PHONICS SCREEN

	2015	2016	2017	2018	2019
Number of SEND pupils			8	4	7
% passing Y1 Phonics Screen			38%	50%	57%

PERFORMANCE OF SEND PUPILS END OF KS1

	2015	2016	2017	2018	2019
Number of SEND pupils			8	11	5
% of pupils achieving ARE in Reading			25%	9%	60%
% of pupils achieving ARE in Writing			0	0	20%
% of pupils achieving ARE in Maths			25%	0	40%
% of pupils achieving ARE in Reading, Writing and Maths			0	0	20%

PERFORMANCE OF SEND PUPILS END OF KS2

	2015	2016	2017	2018	2019
No. of SEND Pupils			8	9	8
% of pupils achieving ARE in reading			25%	11%	38%
% of pupils achieving ARE in writing			25%	11%	38%
% of pupils achieving ARE in maths			38%	33%	38%
% of pupils achieving ARE in reading, writing and maths			25%	0	38%
Progress measure Reading			-2.2	-3.4	-3.2
Progress measure Writing			-6.6	-5.2	-0.7
Progress measure Maths			+1.1	-3.3	-4.8