



## Pupil Premium Strategy Statement 2020/2021

<b>School</b>	<b>Ark Ayrton Primary Academy</b>
<b>No of pupils in school R-6</b>	401
<b>Proportion of disadvantaged pupils</b>	224/401 56% (+10% on last year)
<b>Pupil premium allocation this academic year</b>	£285,140
<b>Academic year or years covered by statement</b>	Sep 2020 – Aug 2021
<b>Publish date</b>	November 2020
<b>Review date</b>	July 2021
<b>Statement authorised by</b>	A H-Chapman (HT)
<b>Pupil premium lead</b>	A H-Chapman
<b>Governor lead</b>	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 through evidence based approaches such as the Sutton Trust and EEF.

We accept responsibility for those children recognised as 'disadvantaged' and are committed to meeting their social, academic and pastoral needs. We use the funding to target and tailor support for identified children to narrow their gaps and ensure no child is disadvantaged by inequality of access to our curriculum

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 the development of communication, relationship building, phonics understanding and access to the wider 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
- Reading ages below chronological ages – if children cannot read at their age level with fluency and confidence, their access to the whole curriculum is disadvantaged – we have a passion and commitment to ensure all our children can read in line with their age and be no more than a year behind by the end of this year
- This year we have the additional challenge that the national lockdown and ongoing Covid 19 situation poses, particularly for our disadvantaged children and catching up. Remote learning provision to help mitigate the ongoing disruption to learning and education is an additional consideration

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.

## Quality of Education

Objective	Rationale	Action	Cost	Research	Impact/Review
Ensure 75% of children achieve a GLD at the end of Reception	Our pupils enter Reception below national expectations  Gaps in speech, language and communication are bigger this year	Additional trained TA to deliver speech and language interventions to help children catch up		EEF – Early Years interventions and oral language interventions  Moderate impact +5 months	
85% of Y2 to pass Phonics Screen in December 2020  90% of Y1 to pass Phonics Screen in June 2021  No gaps between PP and Non	Reading is the passport to the whole curriculum	Dedicated trained RWI TA to deliver phonics intervention and catch up for identified children  Resources and RWI banded books for children to take home		EEF Phonics interventions  Moderate impact +4 months	
% of disadvantaged children achieving ARE in core subjects is in line with non disadvantaged  Increase the % of disadvantaged children achieving GDS in core subjects at the end of the key stages	The biggest gaps in achievement in the core subjects are between disadvantaged and non disadvantaged and disadvantaged with SEND	Non class based DHT to co plan and coach teachers weekly to ensure identified children and groups of children in each year group are effectively planned for, receive effective feedback and catch up  Release time fortnightly for English and Maths leaders to co plan and support teachers with in class provision and additional intervention  Develop collaborative and active learning in maths	£116,222	EEF Feedback  High impact  Low cost + 9 months	

<p>% of children reading at age related expectation is 80%+ with no more than 20% being 1 year below</p> <p>By the end of the academic year, no more than 20% of children are more than 1 year behind their chronological age in reading</p>	<p>Narrow the gaps in reading so that all children can access the curriculum with confidence and fluency</p>	<p>Develop reading model</p> <p>Reading resources</p> <p>Book Mark online intervention and tutoring for identified children</p> <p>English Leader release time to support teachers with planning and exposition</p>	<p>£8000</p>	<p>EEF Reading Comprehension</p> <p>+ 6 months</p>	
<p>Accelerate the progress of pupils with SEND in reading, writing and maths and those with additional needs</p>	<p>Full time non class based/non-teaching SENCO to:</p> <ul style="list-style-type: none"> <li>• co-plan with staff for identified pupils ( 60% of pupils with SEND are also disadvantaged)</li> <li>• develop, support and monitor teaching assistants in delivery of evidence based interventions</li> <li>• work with EP (SLA for 1 day a week) to plan for identified children to ensure their needs are effectively understood and met</li> <li>• SLE with Portsmouth to support pupils with EAL (32% of PP pupils have EAL)</li> </ul>		<p>£83,620</p>		

## Equality of Access

Objective	Rationale	Action	Cost	Research	Impact/Review
Ensure all children have access to enrichment opportunities and experiences including reduced travel (own mini buses) (later in year)	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	Increase in TA hours maintained 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  Visits and experiences (including residential visits) are subsidised by the school to help ensure all pupils can take part	£21,280	EEF Outdoor adventure learning – collaborative learning experiences through residential visits improves pupil self confidence  +4 months  Arts participation through enrichment activities  +2 months	
Music access instrument	No child is disadvantaged from our music programme	All children in Y5 and Y6 (highest levels of PP) are able to learn a musical instrument	£1,990	EEF Arts Participation – positive impact  +2 months	
Ensure identified children are able to have a breakfast	No child starts the day hungry – this will affect their ability to learn	Catering team time to prepare breakfast	£3,381	We know if our pupils are hungry and have not had a good breakfast, this can affect their readiness for the school day and their learning	
Ensure all children are smart, ready to learn and feel part of the school community	Support for parents to provide school uniform so all children can proudly represent the school	1 piece of uniform for all disadvantaged pupils	£4,000	We know that if children are not wearing our school uniform, this can affect their attitudes to learning and school life	
Total Cost			30,651		

## Well-Being and Attendance

Objective	Rationale	Action	Cost	Research	Impact/Review
<p>Improve attendance of disadvantaged children</p> <p>Decrease the number of disadvantaged children who are classed as Persistent Absentees</p>	<p>All pupils need great attendance in order to learn well and engage with all opportunities and experiences the school has to offer</p>	<p>Dedicated staff for attendance monitoring and coordinating support for identified pupils and families</p>		<p>We know there is a direct link, between poor attendance and poor outcomes and increased gaps in learning, reduced self confidence and negative impact on development of social skills and friendships</p>	
<p>Improve the mental health and well-being of identified pupils so they are able to reconnect with school and learning and sustain engagement and catch up/achieve well</p> <p>Support the needs and early identification of children with social, emotional and mental health needs</p>	<p>Provision and support for identified children enables them to re-engage, catch up and make progress across the curriculum</p>	<p>We provide and develop two pastoral workers to plan and deliver therapeutic interventions and behaviour interventions and support for identified pupils</p> <p>We use the Thrive programme to help with identification and screening and the subsequent plans and interventions that are then delivered</p>	<p>£72,288</p>	<p>EEF</p> <p>Behaviour Interventions provide moderate impact</p> <p>+3months</p> <p>Social and emotional learning</p> <p>+4 months</p>	

## Historic Performance of Pupils in receipt of Pupil Premium (no data for 2019/2020 due to Covid)

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

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

<b>% of PP pupils achieving ARE in Reading, Writing and Maths</b>		46%	53%	52%	64%
<b>% of PP pupils achieving above ARE in reading</b>		31%	26%	11%	29%
<b>% of PP pupils achieving above ARE in writing</b>		9%	16%	4%	4%
<b>% of PP pupils achieving above ARE in maths</b>		28%	13%	11%	29%

**PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS2**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>No. of PP Pupils</b>		30	24	31	31
<b>% of PP pupils achieving ARE in reading</b>		40%	50%	55%	74%
<b>% of PP pupils achieving ARE in writing</b>		73%	63%	65%	71%
<b>% of PP pupils achieving ARE in maths</b>		60%	67%	61%	74%
<b>% of PP pupils achieving ARE in reading, writing and maths</b>		33%	50%	45%	71%
<b>% of PP pupils achieving above ARE in reading</b>		7%	8%	23%	23%
<b>% of PP pupils achieving above ARE in writing</b>		20%	4%	13%	10%
<b>% of PP pupils achieving above</b>		10%	8%	19%	19%

<b>ARE in maths</b>					
<b>% of PP pupils achieving above ARE in reading, writing and maths</b>		3%	4%	13%	6%
<b>Reading Progress Measure</b>		-3.0	-1.5	-1.8	-0.3
<b>Writing Progress Measure</b>		2.6	-1.9	-2.1	-1.4
<b>Maths Progress Measure</b>		0.3	1.1	-2.7	-0.9

#### PERFORMANCE OF SEND PUPILS EYFS

	2015	2016	2017	2018	2019
<b>Number of SEND pupils</b>				7	5
<b>% achieving GLD</b>				29%	40%

#### PERFORMANCE OF SEND PUPILS YEAR 1 PHONICS SCREEN

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

<b>PERFORMANCE OF SEND PUPILS END OF KS1</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Number of SEND pupils</b>			8	11	5
<b>% of pupils achieving ARE in Reading</b>			25%	9%	60%
<b>% of pupils achieving ARE in Writing</b>			0	0	20%
<b>% of pupils achieving ARE in Maths</b>			25%	0	40%
<b>% of pupils achieving ARE in Reading, Writing and Maths</b>			0	0	20%

<b>PERFORMANCE OF SEND PUPILS END OF KS2</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>No. of SEND Pupils</b>			8	9	8
<b>% of pupils achieving ARE in reading</b>			25%	11%	38%
<b>% of pupils achieving ARE in writing</b>			25%	11%	38%
<b>% of pupils achieving ARE in maths</b>			38%	33%	38%
<b>% of pupils achieving ARE in reading, writing and maths</b>			25%	0	38%

<b>Progress measure Reading</b>			-2.2	-3.4	-3.2
<b>Progress measure Writing</b>			-6.6	-5.2	-0.7
<b>Progress measure Maths</b>			+1.1	-3.3	-4.8