

Pupil Premium Strategy Statement

Academy overview

Metric	Data
Academy name	Archbishop Wake Primary
No. of pupils in academy	374
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£145 830
Academic year or years covered by statement	2024- 2027
Publish date	September 2024
Review date	September 2025
Statement authorised by	Daniel Carter (Headteacher)
Pupil Premium lead	Jackie Pitcher
Governor lead	Ben Fryer

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	95% (19% above expected progress)
Writing	97% (18% above expected progress)
Maths	97% (21% above expected progress)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	64%
Achieving high standard at KS2	0% (9% reading)

Strategy aims for disadvantaged pupils

Measure	Activity	Cost
<p>Children entering our school with language deficit will catch up quickly.</p> <p>80% of PP children (4 pupils) in EYFS will achieve GLD (TBC).</p> <p>The school aims to bring the attainment in reading of PPG and non-PPG pupils inline. Therefore, reducing the percentage of pupils working below to 21%. This currently stands at 34% (41 PP pupils).</p>	<p>Baseline carried out to show children with language deficit</p> <p>Effective curriculum design to close deficit gaps that baseline show. This will be monitored closely by SLT to ensure that planning is appropriate. Small group interventions will be planned to ensure that, in particular, attention and language deficits are eliminated as soon as possible within the academic year to allow good progress across the board.</p> <p>These interventions will include talking tables, NELI screening, Speech and language screening with specialist TA, small group interventions with specialist TA.</p> <p>In addition, we have the significant opportunity over the next three years to work with many of our children earlier, with increased involvement at the nursery at the children’s centre. We are confident that this will enable an appropriate curriculum to be delivered ensuring that language deficits are diagnosed early and interventions in place to allow children to be school ready on entry to reception classes.</p> <p>Throughout the school disadvantaged children have been identified who are below ARE for reading, this is in total 38 children (34%).</p> <p>Time will be given to each teach to spend some time with these children on a 1:1 basis to read with the child and to conference with them in order to establish areas of weakness and to offer targeted support throughout the year. During Pupil Progress meetings the progress of these children will be discussed in detail and during reading monitoring from the subject leader these children will be prioritised. At least one half day of English subject leader time per term will be given over to monitoring the progress of these children and supporting teachers where good progress is not being made. In keeping with our monitoring cycle, after this, English Subject Leads will report back to SLT so that all aware of the progress of this vulnerable group of children.</p>	<p>Kim Clements specialist speech and Language TA intervention including planning time and support</p> <p>NELI</p> <p>Training for Early years staff to be able to access best practice</p> <p>Training for CJ to undertake sounds write training</p> <p>Supply to allow all class teachers to spend 1:1 time with each disadvantaged child who is below ARE in reading</p> <p>Supply to provide cover for English subject leads to monitor progress</p>

	<p>English subject leads will also monitor the daily reading in class to ensure that all children are read to daily by the class teacher.</p> <p>Subject leads will give termly input in CPL to support best practice with reading, focussing on fluency and accuracy which is predominantly the barrier for success with this group of children.</p> <p>Ways of ensuring parental engagement at home with reading are being actively explored this year with English Subject Leads and SLT. This will look at supporting children in reading and also reading for pleasure.</p> <p>We have a growing group of volunteers from our community who hear children read. This enables more practise for these children and also an opportunity for the teacher and TA to hear these children read and monitor progress closely.</p>	
<p>Disadvantaged children will be prioritised for work with our pastoral team and also outside agencies which work to promote successful family lives.</p>	<p>Our school employs two pastoral support workers. Their time in school is spent supporting families and also working alongside vulnerable within school to allow children to be settled and ready to learn.</p> <p>We work with families to provide timely support through early help and work closely with our school linked family worker. We sign post to further support, this includes family counselling, parenting classes and support, bespoke parenting courses for parents of neurodiverse children, art and animal therapy, MHST and CAMHS pathway of support, paediatric referrals, storm break sessions, young carers, trauma informed work for care experienced children, ELSA and bespoke support for vulnerable children when they need it. This year we have a music therapy course for vulnerable children.</p> <p>We also support parents who are in financial difficulty by working closely with the Blandford foodbank, giving advice on funding available and providing discretionary free places to families for breakfast club.</p> <p>In addition, we have placed one of our PSWs and a TA within breakfast club, which has enabled us to provide a nurturing start and has allowed for a more joined up approach from the breakfast club team.</p>	<p>2 x PSW</p> <p>ELSA training and supervision</p> <p>Provision of free breakfast club places</p>

	Over the next three years a significant challenge will be to use this expertise to support families earlier, in the event that the school is successful in it's bid to takeover the nurse provision. This could mean that some of our most vulnerable families receive appropriate support earlier.	
Barriers to learning these priorities address	<p>Our children enter school with low skills particularly with language we need to close the gap early and purposefully to enable those children to have the best chances in life.</p> <p>Disadvantaged children in our school are more likely than other children to be below ARE in reading. We know that for these children engagement at home is poor.</p> <p>We know that success in reading for primary aged children is a strong indicator for financial and emotional wellbeing in later life. Reading is a curriculum subject in itself and a platform for success across the whole curriculum and therefore success here is a priority for us</p> <p>Some of our disadvantaged children experience chaotic home lives which can lead to dysregulation, trauma, increased absences and a lack of aspiration. We know that children learn best when they enter school well fed and emotionally regulated. This also enables relationships within school to be successfully built.</p>	
Projected spending	£145 830	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>End of EYFS PP 80% GLD</p> <p>Year 1 phonics PP 78%</p> <p>End of year 2 PP 73% GDS 20%</p> <p>End of Y6 76% PP GDS 18%</p>	Summer 25
Progress in Writing	<p>End of EYFS PP 80% GLD</p> <p>End of y2 PP 53% GDS 13%</p> <p>End of Y6PP 65% GDS 18%</p>	Summer 25
Progress in Mathematics	<p>End of EYFS PP 80% GLD</p> <p>End of Y2 PP 60% GDS 13%</p> <p>End of Y6 PP 70% GDS 35%</p>	Summer 25

Phonics	Year 1 phonics 78%	Summer 25
Other	End of year 6 ARE+ combined PP 34% of disadvantaged children (38 children) are below ARE for reading. We aim to	Summer 25

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity	Cost
PP children will make at least expected progress across Reading and writing	See above and below for activities that will be undertaken in order to provide all disadvantaged children with the opportunity to progress in reading and writing.	CPL for all staff Release time for subject leaders and for monitoring, including pupil progress meetings
PP Children will achieve well in writing a KS1 and KS2 with a proportion of children achieving GDS. (see above data targets)	<p>The priority for CPL this year is writing. We know that as a school we have declining standards and the children who are attaining the lowest as a demographic group are the disadvantaged children.</p> <p>Each CPL session will have a session on writing, ensuring that all teachers understand our approach and are consistent and rigorous in its delivery within their classrooms.</p> <p>Subject leads will work alongside the SEND team to ensure that some of our most vulnerable learners have a bespoke curriculum that is appropriate and challenging.</p> <p>Monitoring will be undertaken by both subject lead and SLT to ensure that we are aware of any children who are not making progress.</p> <p>The Writing lead will look at all planning with year groups this year to ensure that they are appropriate, build on skills and allow all children to progress.</p>	CPL for all staff

	Disadvantaged children will be considered first in all pupil progress meetings.	
Rationale (data/research)	<p>We know that within our school disadvantaged children, as a group, do not attain as well as non-disadvantaged children</p> <p>We now from extensive research by the EEF that excellent quality first teaching is the most effective way to raise attainment for all children, but especially disadvantaged children.</p> <p>We have set ambitious, yet achievable targets for this group of children in all data points this year.</p>	
Barriers to learning these priorities address	Children who are vulnerable learners need high quality effective teaching. This needs to be understood by all staff and rigorously monitored by both subject leaders and SLT	
Projected total spending	£145 830	

Wider strategies for current academic year

Measure	Activity	Cost
We will improve the attendance of disadvantaged children	PP lead to work closely with attendance to improve attendance of disadvantaged children. Provide support and challenge for families and break down barriers for children with persistent absence. An emphasis will be on establishing good relationships with families, including encouraging parents to help in school.	Time cost – working together in order to tackle persistent absence.
Children will have the opportunity to broaden their life experiences and raise aspirations	<p>As a school we have looked carefully at the opportunities that we offer the children at our school to learn beyond the classroom.</p> <p>We have ensured that a balance of opportunities are offered over the seven years, that experiences are built upon in later years and all of our children can experience a rich offer that affords children essential experiences and raises aspirations. PP funding is used to ensure that all of our disadvantaged families have these trips and experiences offered at a 50% reduction automatically and we liaise with all families to ensure that financial circumstances do not mean any children miss out.</p> <p>We offer residential trips in year 4 and 6. All children will visit Bournemouth University in either year 5 or 6 and all children will visit Parliament in year 6. All children and many parents attend our annual beach trips in July, for</p>	<p>Discounted rates offered to PP families</p> <p>Forest school training and equipment</p> <p>Supply cover to allow forest school trained staff to offer additional</p>

	<p>some children we know that this is their only trip to the beach each year.</p> <p>All children in reception attend forest school weekly. During the year we provide some afternoons of forest school for invited small groups of children. Priority is given to disadvantaged children.</p> <p>We also are extending and enhancing our play time experiences through the OPAL project. This will build resilience and provide valuable play experiences, particularly within the natural environment that many of our children lack.</p>	<p>small group sessions</p> <p>Training for all staff on OPAL approach</p> <p>Regular funded training for MDSAs</p>
Rationale (data/research)	<p>We know that many disadvantaged children do not have access to the same life enriching experiences that some other children have. We will ensure that we will provide as many of those experiences as we can. This will enhance our curriculum, raise aspirations and provide joy.</p>	
Barriers to learning these priorities address	<p>Finances can be a barrier but we ensure that no child misses out on trips because they are unaffordable to their families</p>	
Projected total spending	£145 830	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>All teachers delivering quality first teaching.</p> <p>Children at risk of not achieving identified early and appropriate intervention and curriculum planned</p>	<p>Subject leads and SLT will regularly monitor progress within core subjects. This will be through book looks, learning walks, discussions in CPL and analysis of data on insight.</p>
Targeted support	<p>Effective monitoring by subject leads and SLT</p> <p>Effective CPL</p>	<p>Time given each CPL session. Monitoring by subject leads, reporting back to SLT. Monitoring by SEND team.</p> <p>Book looks, learning walks, discussions in CPL and analysis of data on insight.</p>
Wider strategies	<p>All opportunities to support families are explored and delivered in a timely fashion</p>	<p>The PP lead will work alongside the other SLT members to ensure that disadvantaged children are prioritised in our work with the PSW, SEND and curriculum enrichment team. The PP will monitor the progress of all PP children and they will be the first</p>

focus of all whole school monitoring and pupil progress meetings.

Review: last year's aims and outcomes

Aim	Outcome																		
<p>To improve language and communication skills, which are low on entry</p>	<div data-bbox="384 539 1441 907"> <p>Attainment Overview for Pupils (from 2023-2024) in Reception, who are disadvantaged - 2023-2024 Summer Print</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <tr> <td>Reading - EYFSP 17 pupils - Average: 1.4</td> <td>65%</td> <td>35%</td> </tr> <tr> <td>Reading - Main Assessment 17 pupils - Average: 1.5</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>Writing - EYFSP 17 pupils - Average: 1.4</td> <td>65%</td> <td>35%</td> </tr> <tr> <td>Writing - Main Assessment 17 pupils - Average: 1.4</td> <td>65%</td> <td>35%</td> </tr> <tr> <td>Maths - EYFSP 17 pupils - Average: 1.6</td> <td>35%</td> <td>65%</td> </tr> <tr> <td>Maths - Main Assessment 17 pupils - Average: 1.6</td> <td>35%</td> <td>65%</td> </tr> </table> <p style="text-align: center;">Combined attainment in 6 assessments</p> <p>Outcomes for disadvantaged children at the end of reception year were disappointing for disadvantaged children.</p> <p>An audit of interventions is taking place that will inform planning for this year</p> </div>	Reading - EYFSP 17 pupils - Average: 1.4	65%	35%	Reading - Main Assessment 17 pupils - Average: 1.5	53%	47%	Writing - EYFSP 17 pupils - Average: 1.4	65%	35%	Writing - Main Assessment 17 pupils - Average: 1.4	65%	35%	Maths - EYFSP 17 pupils - Average: 1.6	35%	65%	Maths - Main Assessment 17 pupils - Average: 1.6	35%	65%
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<p>To improve performance in reading and writing for disadvantaged children</p>	<div data-bbox="384 1155 1348 1601"> <p>Attainment Overview for Pupils (from 2023-2024) who are disadvantaged - 2023-2024 Summer - Main Assessment Print</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <tr> <td>Reading 103 pupils - Average: EKS</td> <td>18%</td> <td>21%</td> <td>51%</td> <td>7%</td> </tr> <tr> <td>Writing 103 pupils - Average: WTS</td> <td>21%</td> <td>36%</td> <td>40%</td> <td></td> </tr> </table> <p style="text-align: center;">Combined attainment</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="651 1355 826 1590"> <p>At/above expected</p> </div> <div data-bbox="911 1355 1086 1590"> <p>Above expected</p> </div> </div> <p>Attainment for reading and writing for disadvantaged children across the school did not meet our targets.</p> <p>However the progress figures show that 19% and 18% made above average progress.</p> </div>	Reading 103 pupils - Average: EKS	18%	21%	51%	7%	Writing 103 pupils - Average: WTS	21%	36%	40%									
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<p>To ensure that family lives of our disadvantaged children do not negatively impact on their readiness to learn.</p>	<p>Progress was made in this objective with many families accessing support from the PSW team, sign posted to other services.</p> <p>Children in our school received trauma informed counselling, support from early help. Support from parenting courses, financial advice, liaising with doctor's surgery to support mental and physical health. Art therapy, play therapy, ELSA support. Breakfast club places, access to after school provision.</p>						