



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to further 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	Archbishop Wake CE Primary
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 with annual reviews and revisions made yearly in September
Date this statement was published	October 2021
Date on which it will be reviewed	
Statement authorised by	D Carter (Headteacher)
Pupil premium lead	J Pitcher
Governor / Trustee lead	R Rodwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,255
Recovery premium funding allocation this academic year	£14,260
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	£147,515

Part A: Pupil premium strategy plan

Statement of intent

The intent of this pupil premium strategy is to positively discriminate in favour of our most disadvantaged children so that we can ensure that all children in our school community can achieve and flourish.

We would like every child to enter school each day ready to learn, but we recognise that some children and families require support to achieve this. We focus on building relationships between school, the child and the family so that we can identify and break down barriers to learning and wellbeing. We recognise that for a child to be ready to learn we must work in partnership with both families and support agencies from the local community.

Our focus will be on each and every child to receive quality first teaching. Teaching will be adaptive and opportunities to close the attainment gap will be tirelessly sought by all staff within the school.

Our intention to provide a broad, balanced, ambitious and transformational curriculum alongside our vision statement that each child can ‘Aim high, believe; Fly high, achieve’ drives our commitment to enrich the cultural capital of each child, so that they grow holistically. We work at the heart of the community in order to open each child’s eyes to opportunities and experiences to aspire to in life: to believe that they can indeed fly high.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills are low on entry to school
2	Reading writing and maths attainment for disadvantaged children remains below that of non-disadvantaged children
3	The family lives of some of our disadvantaged children can lead to them not being ready to learn when they enter school
4	The cultural capital experienced by some of our disadvantaged children is not as wide ranging as for our non-disadvantaged and can lead to a lack of aspiration and achievement
5	Relationships need to be built with our disadvantaged pupils and often their families in order to best understand what their own barriers for learning and attainment might be and how we can enable them to overcome them.

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
Reading	70 % of PP children to be ARE+ end of Y2 13 % of PP to be GDS end of Y2 72 % of PP children to be ARE + end of Y6 27% of PP children to be GDS at end of Y6
Writing	70 % of PP children to be ARE+ end of Y2 13% of PP children to be GDS end of Y2 72 % of PP children to be ARE + end of Y6 18 % of PP children to be GDS at end of Y6
Mathematics	81% of PP children to be ARE+ end of Y2 13% of PP children to be GDS end of Y2 72% of PP children to be ARE+ end of Y6 27% of PP children to be GDS end of Y6
EYFS	70% of PP children to meet ELG at the end of EYFS
Phonics	71 % of PP children to meet expected standard

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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD throughout year on QFT For teachers and TAs Maths - CPD to embed mastery approach English – CPD to embed TFW approach to writing Continue to embed changes to reading at KS2 CPD on phonics and language acquisition skills</p>	<p>Evidence from the EEF* tells us that the children who benefit most from consistently good Quality First Teaching are the children who we are supporting in this strategy. All staff have received training this academic year and we have drawn up a joint understanding of what this looks like at ABW, focussing in particular on the EEF publications on the role of the TA. The AIP sets out the planned CPD in Maths and English this academic year, which we believe will benefit our vulnerable learners.</p>	<p>1, 2</p>
<p>*Ref: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>		
<p>Targeted monitoring of teaching and provision in class for all children, but particularly the disadvantaged. SEN team to work closely with PPG children</p>	<p>We recognise that in order for new initiatives in school to become truly embedded and transformational for all children, rigorous monitoring is vital. The focus for any book looks or classroom monitoring will be how these children are learning, making progress and achieving. The bottom 20%, many of whom are PP, will be tracked carefully across the entire school for their reading progress. We know from the DFE** published 'Reading Framework' that ability at reading in school is a direct indication of future financial security and well being. For this reason, recovery money will be targeted towards closing this gap and allowing these children to succeed not only in reading, but across the curriculum. We know that last year more than 75% of the PPG children in our school also</p>	<p>1,2 ,5</p>

	received support from Pastoral or SEND team.	
**Ref: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy		
Purchasing a phonics scheme and associated resources to ensure consistently high quality teaching across KS1 NELI Language support will commence after Christmas and will complement the work that is carried out by our own in house Speech and Language support team.	We have taken on board the recommendations in the 'Reading Framework' and as a school understand the importance of getting phonics right, right from the start. A purchased scheme will ensure a consistency of approach that will benefit our most vulnerable learners. NELI has been shown in many pilots to provide accelerated learning for those children who enter school with below average speech and Language skills. We are noticing a year on year increase in the amount of children this applies to at our school.	1, 2

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

Budgeted cost: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention Teacher led intervention	We know that intervention works best when delivered by a class teacher or a highly qualified practitioner	1,2
Third space learning	This approach was used in school last year and pupils showed accelerated progress in mathematics. This will be used solely for PP children in year 5 who need to make accelerated progress before the end of the key stage.	2
TA led interventions and pre teaching	Evidence from the EEF*** has shown that pre-teaching is an effective method of improving attainment. This has been seen also within our school.	1,2,5
***Ref: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants		
iPad provision to allow access to Nessy, flash academy, spelling shed, TTRs	School data has shown that where children have used programmes such as Nessy and spelling shed on a regular basis, rapid and sustained progress can be seen.	1,2,5

	We will aim to purchase 12 iPads for use by 12 named children who are from our PP group and need to make rapid progress. This will enable them to use the technology regularly.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support team 2 full time pastoral support workers	Evidence has shown during lockdown that families that are happy to be supported by school and sign posted to further services within the community are better able to support their children to be ready to learn. Families have been signposted to early help, family counselling, art and animal therapy, support for children and families from the MHST. Referrals have been made to the foodbank, Faithworks for financial support and Mosaic for bereavement counselling. One of our pastoral support workers is leading an 'Incredible Years' programme in conjunction with the Children's Centre for parents/carers that have been identified as benefitting from support. Weekly safeguarding meetings help to track the support for families and children.	3, 5
Providing opportunities for pupils to access a trained therapy dog	Priority opportunity is given to PP children. The provision is two-fold: settling into school for reluctant pupils and support for reading.	1, 2, 3 and 5
Breakfast club is available for all families and to some families is provided free of charge in order to provide a structured, safe and healthy start to the day	We know that children do not learn well if they are hungry and dysregulated. The school will continue to subsidise this service to enable pupils to have a successful and regulated start to the day.	3, 5
Pupil premium conferencing 1:1 conferencing to take place in the autumn term with each teacher and all PPG children in their class. This has already taken place for our ECT teacher. Supply cover is arranged for this to be given quality time. Meetings to take place in the spring term with targeted	Evidence from last year showed that this was a particularly effective way of ensuring that each teacher knew who the PPG children were in their classes. Moreover, relationships were built and barriers were better understood and work has begun to address these. This approach was inspired by Louise Bomber's book, ' <i>Know me to teach me</i> '. We will trial this year selecting some families, where we feel an impact can be made, to attend	3, 5

families (augmented parent/carer conferencing)	in the spring term, with their child for family conferencing. This will be subject to Covid conditions.	
<p>Provide opportunities for children to broaden their life experiences</p> <p>PP funding will be used to provide all school trips and residential visits at a discounted cost of 50% to all families in receipt of free school meals.</p> <p>No child will be excluded from these experiences because a family can not afford it.</p>	<p>Some children in our school have not been able to benefit from visiting local features in our immediate area (River Stour, local footpaths) and our County (e.g. the beach and farms)</p> <p>We will ensure a carefully planned sequence of experiences that build upon each other to ensure that our most disadvantaged children have rich experiences. This includes day trips, walks within the local area and residential visits in years 4 and 6.</p> <p>We will build upon the opportunities to use our school grounds to enrich the curriculum and to provide forest school experiences for children who would particularly benefit from SEMH support.</p>	3, 4, 5
Homework club / teacher tutoring	<p>We provide a homework club as we know that many of our disadvantaged children do not have access to technology or to a quiet place to work. Some children have reported that they have been unable to complete learning at home due to a lack of basic stationery.</p> <p>In Year 5 and 6 teachers are providing after school tutoring for vulnerable learners.</p>	1, 2, 5

Total budgeted cost: £147 515

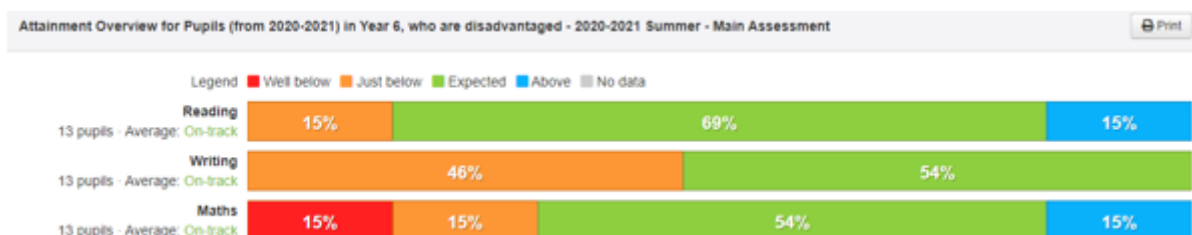
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

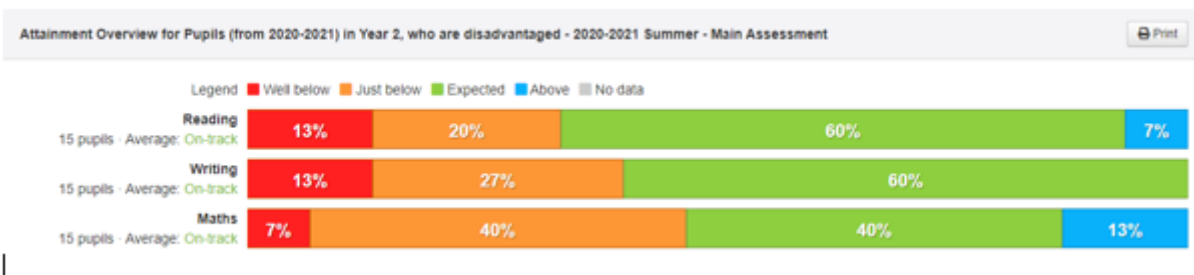
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment:

Year Six

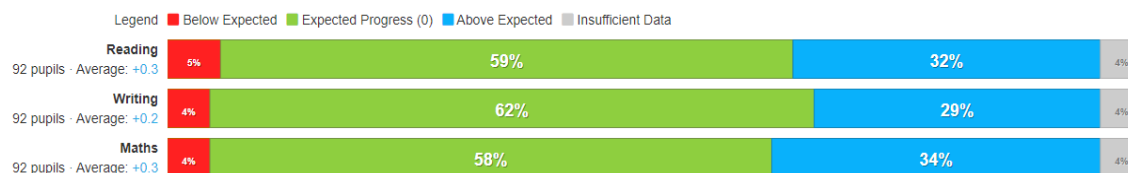


Year Two



Progress:

All PP pupils



Last year the priority for our PP children was to promote language acquisition.

Successes included the roll out of a more comprehensive whole class reading programme in KS2 with the aim of building on vocabulary and cultural capital. In addition to this, the children were assessed in Reception for the NELI programme, although this was halted due to Covid. Support continued from our in-house SALT team.

A further target was to close the attainment gap. There was progress here for some children, however with Covid disruptions this was not as rapid as we would have liked. We will build on the successes that we experienced in accelerated progress in phonics and early reading.

The Pastoral Support Team was highly successful this year. Referrals were made to early help, mosaic, art therapy, animal therapy, parenting classes, counselling, play therapy, family therapy, family workers, the Mental Health Support Team (MHST), staff counselling, housing, the foodbank, Faithworks (Community Money Advice – CMA), children’s clubs and activity days. Uniform and attendance support was also provided. Support was also given with mental health, drug and alcohol addiction, family breakdowns and domestic abuse. Where necessary, referrals were made through Children’s Advice and Duty Service (CHaD) to provide support at a higher level through children’s services, or social care. This has undoubtedly provided a safe living and learning environment for some of our most vulnerable learners and has placed the school firmly at the heart of the community.

Pupil conferencing was highly successful: there was an increased awareness from all staff of which children were in receipt of PP in their classes. This meant that this group of children could be more readily positively supported. Individual barriers to learning were able to be removed; support was given with technology, families that were struggling to support their children were identified and further support given. One of our EAL families was able to receive a greater level of support once we better understood the challenges that they faced. Reasonable adjustments were employed in class to support children where appropriate.

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
Third space learning tutoring	Third space learning
Neli	Nuffield
TTRS	
Spelling shed	Edshed
MyMaths	
Spag.com	
Espresso and espresso coding	
Nessy	
Flash Academy	