

Pupil Premium Strategy Statement

Academy overview

Metric	Data
Academy name	Archbishop Wake CE Primary School
No. of pupils in academy	393
Proportion of disadvantaged pupils	83 pupils 21%
Pupil premium allocation this academic year	£104 045
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Daniel Carter
Pupil Premium lead	Jackie Pitcher
Governor lead	Hannah Baker

Disadvantaged pupil progress scores for last academic year

Measure – based on 92 pupils 2019-2020	Score
Reading	+0.2
Writing	+0.1
Maths	+0.1

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	<p>Reading – 86%</p> <p>Writing – 86%</p> <p>Mathematics – 93%</p>
Achieving high standard at KS2	<p>Reading - 29%</p> <p>Writing – 7%</p> <p>Mathematics – 21%</p>

Strategy aims for disadvantaged pupils

Measure	Activity	Cost
<p>Priority 1</p>	<p><u>Ensure disadvantaged children make good progress across the curriculum by focussing on language acquisition.</u></p> <p>Language is one of our curriculum drivers and underpins success in all areas. In early years work with Speech and Language to quickly identify children who need support from specialist speech and language TA. School will also explore the use of the Nuffield Early Language Intervention (NELI) to support speech and language in the Spring term.</p> <p>KS2 to use the ‘Ashley Booth’ materials for the non-fiction element of WCR. Year 6 and Y4 are trialling this in the first half term. This will ensure that all children will have opportunities to acquire new vocabulary in context and will broaden their horizons with diversity and cultural capital. This well planned approach will particularly support disadvantaged children in acquiring language and shaping aspiration.</p> <p>In event of lockdown of the school or a bubble, we will ensure that all children have continued access to high quality reading texts. Texts will be sent home and we will ensure that texts are read to the children by staff, through the use of technology. This will ensure that the disadvantaged children will not fall further behind in the event of school closure.</p>	<p>£1000 for new texts / replenish stocks of current titles. Add to the resources.</p> <p>Estimated costs for NELI: £5000</p> <p>£1000 for the replacement of lost books / continued recycling of stock.</p>
<p>Priority 2</p>	<p><u>Prioritise the closure of the attainment gap for disadvantaged pupils.</u></p> <p>Early identification of children who are falling behind across all year groups. Ensure all staff are aware of who needs support.</p> <p>Change the focus as a school from an approach which, at present, identifies poor attainment and subsequently applies an academic intervention, to one where a forensic approach starts with examining individual barriers to learning and identifies, and then eliminates issues. Add an extra stage of discussion (learning conversations) in order to understand the barriers to learning faced by the individual child. This will be applied to each disadvantaged pupil.</p>	<p>£150 per day supply for covering teacher release (2 x per year): £6000</p>

	<p>Staff training will ensure that staff understand the process of learning conversations and this will also aid discussions in pupil progress meetings. Emphasis will be on breaking down the barriers, which may not always be an academic intervention. The first round of learning conversations to take place before Christmas and the second to support transition in the Summer term.</p> <p>Quality first teaching in all classes will enable all disadvantaged children to make maximum progress. NQT and UQT are mentored by one of the deputy heads, to ensure high quality induction and best practise in the classroom. Support with planning is given by year group partners to ensure ABW best practise is continued. TA mentors have been established to help TAs new to our team.</p> <p>A recovery curriculum for all children will benefit in particular disadvantaged children who have lost out on learning.</p>	<p>Inset day 2.11.2020</p> <p>Costs involved in resourcing: Including books for CPD library £1000</p>
Barriers to learning these priorities address	<p>Children who have a lack of pre-school experience and nurture at home can fall behind their peers without focussed interventions. Gaps from previous learning may be greater in children from disadvantaged backgrounds. Additional needs can mean that children take longer to acquire learning.</p> <p>Children coming to school without good sleep nutrition, clothing and nurture may not learn despite academic interventions. Children coming to school having suffered ACEs may need support to settle and regulate behaviour.</p> <p>A lack of functional vocabulary and cultural capital can impede success across the curriculum for children.</p>	
Projected spending		£14000

Projected spending must equate to the amount of funding allocated.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children in KS2 to be accessing the non-fiction resources for WCR trialled by year 4 and 6 to increase vocabulary and cultural capital.	June 2021

	<p>Continue work across the school on expectations of standards in reading and time given to hearing disadvantaged children/ those falling behind, read.</p> <p>SLT to become reading champions for 2/3 children each term to maintain an overview of reading across the school.</p>	
Progress in Writing	<p>Handwriting interventions for all children to increase automaticity in HW, allowing more working memory to be used for composition.</p> <p>Early identification of those falling behind with effective interventions</p> <p>A review of interventions and TA expertise to support those who are falling behind in English</p>	June 2021
Progress in Mathematics	<p>Continue with embedding the WRH approach to maths mastery.</p> <p>TAs to receive training</p> <p>Monitoring to ensure that all year groups are offering pre-teaching particularly as a confidence boost to disadvantaged children.</p>	June 2021
Phonics	<p>All children in reception on track to acquire phase 4 by end of year</p> <p>All children in year 1 on track to pass phonic screening, targeted interventions for those falling behind</p> <p>All children in year 2 secure in phase 5 by end of year</p> <p>All children in year 3 who did not pass phonic screening in Y2 receive targeted support in phase 5 (National Tutoring Funding)</p> <p>More phonic books to be purchased to ensure individual reading supports whole class phonic learning.</p> <p>Ensure there is an understanding from all staff of the standards needed at each stage to be on track for phonics screening and end of year 2.</p>	June 2021

Other	Ensure that our curriculum reflects the drivers of language, aspiration, community and inclusion.	July 2021
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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
Priority 1	Teacher led interventions and pre teaching are used in each year group to support the progress of disadvantaged pupils	£25000
Priority 2	Rigorous monitoring by SLT / PP lead to ensure that all children who are making less than expected progress, or who are achieving below their peers are identified and supported.	£5000
Rationale (data/research)	Teacher-led and same day interventions, along with pre-teaching are proven to support children's learning. (report from EEF) In the past some children have not been identified as needing support quickly enough and opportunities have been lost to support learning.	
Barriers to learning these priorities address	Intervention not offered / interventions not closely enough matched to children's individual needs.	
Projected total spending		£30000

Projected spending must equate to the amount of funding allocated.

Wider strategies for current academic year

Measure	Activity	Cost
Priority 1	Develop role of pastoral support workers. Ensure PSWs are able to engage with families at the earliest possible stage. Sign post to additional support at NDPZ/ social care	£18000

	<p>Support for families who are not attending to ensure that PP children close the attendance gap with non PP children.</p> <p>Opportunities to undertake / train others in therapeutic interventions for children who have suffered ACEs and are not achieving.</p>	
Priority 2	<p>Ensure all is done to support families who were struggling or isolated during last lockdown, in order for those children to be better supported should further lockdowns take place.</p> <p>Ensure all have access to technology to remove that barrier to learning, including the need/ ability to print.</p> <p>Ensure that all parents are confident in supporting their children with home learning.</p>	£5000
Priority 3	<p><u>Continue to support our vulnerable families with a range of opportunities.</u></p> <p>These include free breakfast club for some families to provide a settled start to the day with good nutrition. Subsidised after school clubs and homework club, free to some families.</p> <p>An adequate supply of new and lightly used school uniform to support the cost of clothing for all our families. Staff time to manage this.</p> <p>Half price school trips, in-school experiences and residential visits for all of PP children.</p> <p>Access for children to specialist TA provision for SEND and speech and language.</p> <p>Forest school provision from specialist teacher to support PP children with SEMH.</p> <p>Meeting the cost of family therapy at specialist Farm provision and Horse Serenity for vulnerable children and families.</p> <p>Meeting the cost of family therapy, Art therapy and play therapy for families who have experienced trauma.</p>	£37,045
Rationale (data/research)	<p>Children who have suffered trauma / ACEs are not able to learn and have reduced chances if healthy lives in the future. A therapeutic approach (Know Me to Teach ME, Louise Bomber) can be effective in counteracting this. Some of our families were hard to reach during lockdown and early assessments have shown that some children have fallen further behind.</p>	

Barriers to learning these priorities address	Lack of parental engagement/ confidence can have a detrimental effect on children's progress.	
Projected total spending		£23000

Projected spending must equate to the amount of funding allocated.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Lack of confidence or experience in staff	Staff training to recognise individual barriers to learning and how to overcome them. Focus of PP meetings Monitoring to ensure that Teacher-led interventions and pre-teaching are happening in each year group.
Targeted support	Lack of understanding of expected standards or progress	Increased monitoring, particularly of PP children. Individual conversations with staff in classes where progress has been slower.
Wider strategies	All families engaged	Staff aware of how PSWs can support and flag up concerns

Review: last year's aims and outcomes

Aim	Outcome
<p>Cultural Capital: The vocabulary gap between PP and non-PP pupils – poor oral language skills that result from not being able to draw upon a wider Cultural Capital.</p> <p>Impact: lack of confidence, parent/carer support and life experience amongst pupils eligible for PP. This hinders ambition and aspiration for the future and the willingness to take risks and try new things. It also impacts on creativity and imagination for writing; resulting in lower outcomes than other pupils.</p>	<p>All results are based on where the children were in Spring Term when school closed. Year 6 and Y2 Data is Teacher assessment. 27.9/28.5</p> <p>In reading although attainment in PP children in years 2, 4 and 6 was below that of the non PP children (Y2 14.9/15.5)(Y4 19.7/21.8)(Y6 27.9/28.5) progress was above in all of these year groups and in 4 out of 7 year groups across the school (Y2 2.9PP/2.7)(Y4 3.7/3.4) (y6 3.5/3.3)</p> <p>A similar picture in writing with progress higher for PP children in years 4 and 6 although slightly lower in year 2 (2.5/2.7)</p> <p>Progress for those children with SEN who are also PP remains slightly lower than for those children who are PP only across all year groups, although the difference is small in most cases. The only exception was year 6 writing where</p>

	<p>both figures were the same (-0.3) Children with PP and SEN remain our most vulnerable group.</p>
<p>The progress and attainment gap in reading and writing for PP and SEND pupils: (Sustained from 2018-2019) Pupils eligible for Pupil Premium who additionally have Special Educational Needs need to make accelerated progress in reading and writing if the gap between them and their peers is to close.</p> <p>Impact: The combination of PP and SEND prevents accelerated progress against that of peers.</p>	<p>Pupil progress meetings were held in the autumn term and class teachers discussed provision for all PP children in their class. Progress of PP children was a target on both TA and teacher performance management</p> <p>Some new interventions were trialled in year groups, A greater emphasis was placed on teacher-led intervention and same day intervention</p> <p>This enabled PP children overall to make accelerated progress through the year (see above)</p>
<p>Early help identification: Deprivation and complex family circumstances can hinder and prevent pupils from accessing and valuing education. Early identification and support is required to enable families to be pro-active in empowering them to value education and school experiences.</p> <p>Impact: Complex family circumstances are prioritised over pupil need, progress and attainment. Lack of identification and support can lead to hindered progress for pupils.</p>	<p>Two pastoral support workers were employed in January and began working with targeted families and year groups.</p> <p>During lockdown they supported the weekly calling of vulnerable families (54 families) who needed support financially, emotionally or educationally. Strong links were forged with some families who have previously been hard to reach. Help was given to register for and receive FSM vouchers and food parcels. Additional food parcels, donated by staff were also distributed to families in need.</p> <p>Attendance of PP children was 94.8% (nonPP 96.2%) This will continue to be a priority.</p> <p>This enabled us to build new links with previously hard-to-reach families. Families were supported to be able to provide food for their children, as well as support them at home to keep up with their learning. Places at school allowed some 'crisis' families to survive lockdown with better relationships.</p>