



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 help 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	401
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
Date this statement was published	9/23
Date on which it will be reviewed	9/24
Statement authorised by	D Carter
Pupil premium lead	J Pitcher
Governor / Trustee lead	Ben Fryer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,718.96
Recovery premium funding allocation this academic year	TBC
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	

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.

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. We will identify gaps early in the child's time at our school and provide a curriculum that will meet their needs.

Our intention to provide a broad, balanced and ambitious 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 would like to work at the heart of the community to open their 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, in particular, are low on entry to school
2	Reading writing and maths attainment for disadvantaged children remains below that of non-disadvantaged children Reading fluency and attainment for disadvantaged children is below that of non-disadvantaged children and could affect their attainment across the board.
3	The family lives of some of our disadvantaged children can lead to them not be 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	78% at ARE+ at end of year 2 18% at GDS at end of year 2 83% at ARE+ at end of year 6 17% at GDS at end of year 6
Writing	67% at ARE+ at end of year 2 12% at GDS at end of year 2 83% at ARE+ at end of year 6 8% at GDS at end of year 6
MTC	71% to meet expected standard
Phonics	77% 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: £32,148.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPL throughout year on QFT For teachers and TAs Maths - CPL to embed mastery approach English – CPL to use fluency materials to raise attainment in reading in y2 and beyond into KS2 CPL 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. CPL meetings are focussing on the mastery approach, not only in the core subjects but across the curriculum. Study groups have been carefully put together to provide peer support for our ECT teachers and those who are new to the school.</p> <p>For 50% of the visits between peers a focus will be on PP children and how their learning is, and can be, maximised.</p> <p>This consistency in approach will benefit all learners but will benefit our vulnerable learners in particular. Study groups will also be introduced for TAs to support our newer members of staff</p> <p>We are working alongside our EYFS team to ensure that the curriculum is designed to close the gaps of the deficits that they present on entry. The aim will be that by the end of EYFS the cohort has caught up and will be able to keep up as they embark on the national curriculum.</p> <p>The AIP sets out the CPL that is planned in Maths and English this academic year which we believe will benefit our vulnerable learners.</p>	<p>1, 2</p>
		<p>1,2 ,5</p>

<p>Targeted monitoring of teaching and provision in class for all children, but particularly the disadvantaged.</p> <p>SEN team to work closely with PPG children</p> <p>Rachael Oliver will continue to provide specialised support across KS1 to ensure that children can keep up with the curriculum by acquiring the basic skills in phonics. Priority will be given to disadvantaged children, particularly those on the cusp of being successful. Rachael will also provide support for our EAL refugee children.</p>	<p>We recognise that in order for new initiatives in school to become truly embedded and transformational for the children rigorous monitoring will take place. The focus for any book looks or classroom monitoring will be how these children are learning and achieving.</p> <p>The bottom 20%, many of whom are PP will be tracked carefully across the entire school for their reading.</p> <p>CPL time will be set aside for the PP lead to meet with each year group to look at the narrow focus of reading fluency. The aim will be for all PP children who are working below age related expectations to make accelerated progress. This will be part of a whole school process but specific focus will be on our disadvantaged children</p> <p>We know from the DFE published 'Reading Framework' that ability at reading in school is a direct indication of future financial security and wellbeing. 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.</p> <p>We know that last year more than 75% of the PPG children in our school also received support from Pastoral or SEND team.</p>	
<p>Embedding the sounds write phonics scheme and associated resources to ensure consistently high quality teaching across KS1, allowing all to succeed.</p> <p>A tailored curriculum in EYFS, led by the phonics and English lead and supported by our phonics recovery teacher will ensure that the most vulnerable learners keep up from the start.</p>	<p>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. We have implemented the sounds write approach which is already showing an improvement in skills and knowledge. This year we will monitor closely to ensure fidelity to the scheme. This approach will now be used on KS2 to support our spelling and training will continue to support KS2 teachers</p>	<p>1, 2</p>

<p>NELI Language support has already begun with screening of all our reception children. This will complement the work that is carried out by our own in house Speech and Language support team. <i>In the second year of this project we will be more focussed on providing support for children with language deficits who can make improvements. Children with significant speech and language needs will continue to be supported by our SEND team.</i></p> <p>We will continue to review our reading curriculum to ensure that both whole class reading texts and books for individual reading promote vocabulary acquisition and increase cultural capital.</p>	<p>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.</p> <p>We know that our disadvantaged children need most support in this area and we will continue to purchase more books to ensure that we can close the gap. These books will allow the DSAT EYFS curriculum to be delivered in a way that will promote language and vocabulary acquisition</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,500

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. Small group enhanced provision has been planned for EYFS and a programme of CPL for TAs that will strengthen skills and knowledge and promote high aspirations across our EYFS team	1,2
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
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 now have 10 ipads for use by 10 named children who are from our PP group and need to make rapid progress. This has enabled them to have timely and targeted interventions which has contributed to both progress and self esteem.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support team 2 full time pastoral support workers	<p>We are increasingly working with families who are happy to be supported by school and sign posted to further services within the community, enabling them to support their children to be ready to learn.</p> <p>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.</p> <p>We plan this year to run the 'Incredible Years' programme as a joint initiative from early help and one of our pastoral workers. This has enabled parents to receive valuable from a known professional.</p> <p>Weekly safeguarding meetings help to track the support for families and children</p> <p>We have also worked closely to support the 'ready for school' programme, despite funding being acquired late in the day this year, we plan to support transition to school for vulnerable families this summer.</p>	3, 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	<p>We know that children do not learn well if they are hungry and dysregulated. Some children are only able to come to school successfully because they can experience a soft start to the day at breakfast club. Over the last year we have successfully worked with the breakfast club team to provide a nurturing atmosphere to these children. We have appointed new members of the team from our TA team, to ensure the best start for our vulnerable pupils. We continue to invite those children experiencing emotional</p>	

	dysregulation and with attendance deficit to attend.	
<p>Pupil premium conferencing</p> <p>1:1 conferencing to take place in the autumn term with each teacher and all PPG children in their class. Supply cover is arranged for this to be given quality time.</p> <p>The focus this year will continue on relationship building but will also have a sharp focus on reading, giving time for teachers to look closely at the child's attainment and support with inspiration and interventions. This will form a vital part of the monitoring cycle.</p>	<p>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 was begun to address these. This approach was inspired by Louise Bomber's book <i>Know me to teach me</i></p>	5, 3
<p>Provide opportunities for children to broaden their life experiences</p> <p>PP funding will be used to provide all school trips and residentials 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 wider County environment (eg the beach, 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 a residential trip 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> <p>We will build a curriculum throughout this year that plots these experiences throughout the school and will monitor the new experiences gained from it. CPL time will be dedicated to this to ensure that it is well planned</p> <p>We are planning an extensive programme to enhance our play experiences for all children through the OPAL project. This will build resilience and help to forge friendships for all our pupils but will particularly help our most disadvantaged pupils to have successful play times and relationships, enabling them to be ready to learn.</p>	3, 4, 5
Homework club / teacher tutoring	We provide a homework club as we know that many of our disadvantaged children do not have	1, 2, 5

	<p>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 years 5 and 6 teachers are providing after school tutoring for vulnerable learners.</p>	
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Total budgeted cost: £ 131,718.96

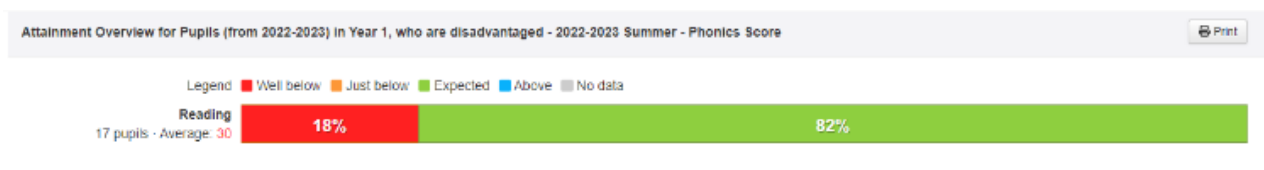
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Phonics

Target 77% of disadvantaged children to achieve expected standard

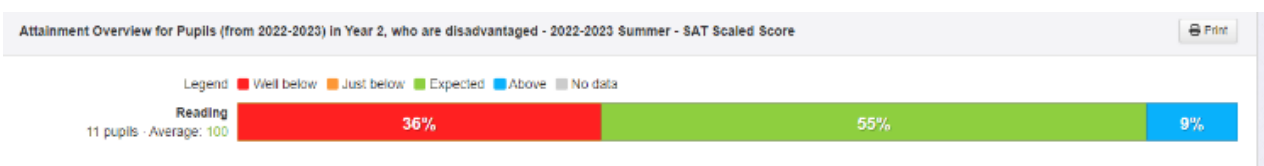


82% of disadvantaged children met the threshold in the phonics screening check. This exceeded our school target of 77%. The children in year 1 received high quality teaching, with high quality relentless teacher led interventions for those who were at risk of not reaching the required standard.

Key stage 1 assessments

Targets

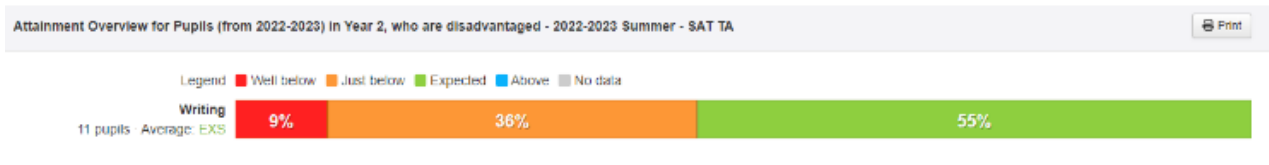
Reading 89% at ARE 22% at GDS



The percentage of disadvantaged children at ARE+ by year 2 was 59%. As a result we have looked at lessons learned and will be relentless in building fluency alongside decoding accuracy to give children this year the best chance. As these children move into Y3 support will be given to consolidate their skills to allow them to achieve in KS2. This will form part of the monitoring programme and will be reviewed throughout the year.

Writing

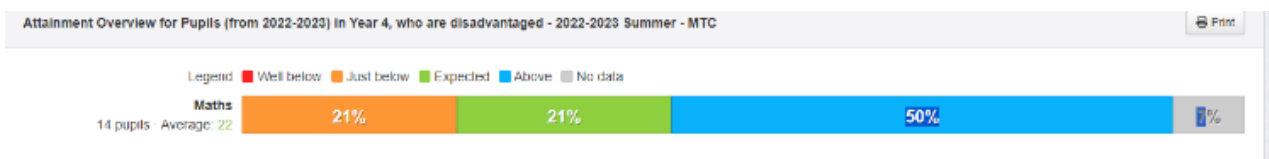
Target 77% at ARE+ 11% at GDS



We have confidence in the accuracy of the scores as we were moderated. This process itself has allowed self reflection by the year 2 team and new interventions and expectations in whole class teaching are already in place to allow this year's cohort to be more successful. As the cohort passes into y3 support will continue from the SEND team and the curriculum will be designed to allow those children to move forward from where they are and begin to make accelerated progress in KS2

Multiplication Check

Target 77% to reach expected standard

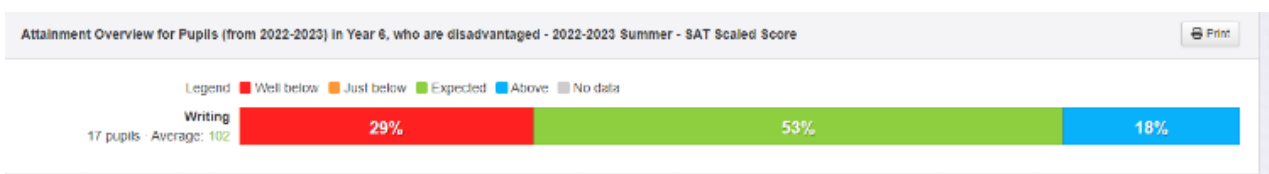


We were delighted that 79% of children reached expected standard with children at ABW achieving significantly higher than the national picture. The same carefully structured sequence of plans will continue this year in year4, with quality, teacher led interventions supporting children to keep up. This approach will continue and be strengthened in years 1 -3 so that children can keep up and be achieving well on entry to year 4.

Key stage 2

Targets

Writing 79% at expected standard 16% at GDS

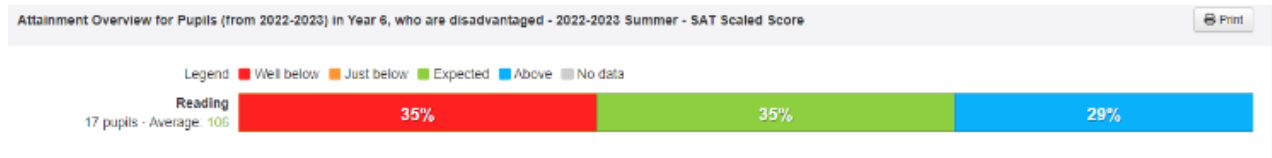


The % of children achieving ARE+ was 71% and for some children represented real progress. A focus on spelling and handwriting will be the focus this year for the Autumn term and will particularly benefit our disadvantaged children some of whom enter y6 with

low skills in these areas. We were proud to see that the target for GDS was exceeded and plan to provide a similar programme of bespoke enrichment for our disadvantaged children this year to compliment our ambitious curriculum.

Reading

Targets 90% ARE+ 26% GDS



These results did not reflect either our in year data from testing or the standard of work that we saw from our rich and ambitious reading curriculum. There were some very narrow misses. The children who narrowly missed struggled with the stamina and speed of reading needed to be successful. This has driven our main focus this year on fluency in reading and we will be looking to build on the baseline fluency scores that we have already got for this year's cohort.

Wider School Initiatives

The Pastoral Support Team was highly successful again this year. Referrals were made to early help, mosaic, art therapy, animal therapy, parenting classes, counselling, play therapy, family therapy, family workers, the MHST, staff counselling, housing, the foodbank, faithworks, children's clubs and activity days. Uniform and attendance support was given. Support was also given with mental health, drug and alcohol addiction, family breakdowns and domestic abuse. Where necessary referrals were made through CHAD to provide support at a higher level. 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 continues to be highly successful: there was an increased awareness from all staff of which children were in the PPG 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. Reasonable adjustments were put into place 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
Sounds Write phonics programme	Sounds Write
TTRS	
Spelling shed	edshed
Mymaths	
Spag.com	
Espresso and espresso coding	
Nessy	
Flash academy	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.