

# Ark Priory Primary Academy 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	ARK PRIORY PRIMARY ACADEMY
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022-2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Daniela Grasso, Principal
Pupil premium lead	Shannaz Rabbani, Assistant Head for Inclusion
Governor / Trustee lead	Helena Moore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,888
Recovery premium funding allocation this academic year	£ 21,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 194,913

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background and or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Through the application of high-quality programmes and provision overall, we aim to eliminate barriers to learning and progress for all our vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that vulnerable pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

Our definition of disadvantaged and vulnerable pupils are those who are pupil premium as well as those who are vulnerable for any reason. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantaged. All staff will be trained to understand the misconceptions around pupil premium and have a deep understanding of the strategies that are evidence based to support vulnerable pupils to be successful. We have adopted approaches that will help pupils excel. To ensure they are effective we will:

- Ensure all disadvantaged pupils are challenged in the work that they are set, both in school and at home
- Act early at the point need is identified
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcome and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Pre and post school entry parental engagement
2	Poor communication / oracy skills
3	Lack of cultural capital
4	Underdeveloped / weak social and emotional skills

### 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
<p>To enable all pupils to leave primary and start secondary with a good level of reading, writing and mathematics at least to age related expectations</p>	<ul style="list-style-type: none"> <li>• We reach our set targets for EYFS, Y2, Y6 and Y1 Phonics.</li> <li>• The attainment gap is closed even more for each year group between pupil premium pupils and non-pupil premium pupils.</li> </ul>
<p>To support pupils with high emotional needs to be able to focus on their learning and make the progress needed to meet age-related expectations.</p>	<ul style="list-style-type: none"> <li>• All pupils who need access can access the play therapist</li> <li>• Pupils have a range of tools to support their own mental health and wellbeing</li> <li>• An increased in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To encourage parents to engage with their children in activities and provide stimulating/education activities for their children in their home.</p> <p>To develop the quality of the home learning environment by mentoring parents to equip them with the knowledge and skills to help their child develop.</p>	<ul style="list-style-type: none"> <li>• All parents/carers attend a Parent Carer Consultation at least once a year</li> <li>• Easy Peasy is embedded as a tool for parents/carers to use at home</li> <li>• Good start, Great Start is fully subscribed and runs successfully</li> <li>• In Year data/ gap analysis bi weekly visits take place for individual children – attainment gap closes as children make progress</li> </ul>
<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</li> </ul>

## 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: £95,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo to work an additional two days per week for the academic year 2021/22 £24,776.40	We believe that early intervention enables us to fully support pupils at the beginning of their school journey. Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. This is reflected in our school data. Our SENDco is a key facilitator in this work.  <a href="#">Early Years   EEF</a> <a href="#">Oral Language Interventions EEF Toolkit</a> <a href="#">Parental engagement   EEF</a>	1,2,4
EYFS lead to be non-class based £70,248	The attainment gap for PP pupils was less than 1% in the previous academic year. This shows that our model of the EYFS lead being non-class base had a significant impact on the teaching and learning, and consequentially the outcomes for our pupils.  <a href="#">Early Years   EEF</a>  <a href="#">Oral Language Interventions EEF Toolkit</a> <a href="#">Parental engagement   EEF</a>	1,2,4

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

Budgeted cost: £72,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention (specifically in Y6/EYFS) using an additional adult (x2) £50,000	Moderate impact for very low cost, based on limited evidence.  <a href="#">Early Years   EEF</a>	2

Play Therapist £20,140.	Moderate impact for moderate cost, based on extensive evidence  <a href="#">Social and emotional learning   EEF</a>	2,4
EYFS Specialist TA-Targeted Language support like in class modelling during exploration time, NELI and Talk Boost(EYFS)	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families.  <a href="#">Early Years   EEF</a> <a href="#">Oral Language Interventions EEF Toolkit</a>	1,2,4
Lexia Program/ Bookmark program Total £7,500 <b>Per year £2,500</b> (Recovery fund)	This will enable teachers to provide individual intervention for pupils who need further support with reading.	1,2,4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement (Good start, Great start programme)	Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.  Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.  <a href="#">Parental engagement   EEF</a>  <a href="#">Early Years   EEF</a>	1,2,4
Bespoke programme of in year home visits completed following GSGS by EYFS Lead and class teacher to develop Home Learning	The HLE refers to the learning environment children experience at home in the context of their family and community. Parents who engage in meaningful activities that encourage talking, reading and thinking enhance their child's development. Working closely to support parents is a statutory part of the EYFS Framework. The two highest predictors of a child's	1,2,3,4

<p>Environment and Upskill parents</p> <p>Cost – 2 days of supply teacher from Spring Term 2 until Summer Term 2 to release class teacher / SC to run GSGS conduct home visits</p> <p>£6000</p>	<p>success in life is their mothers education level at birth and the quality of their home learning environment.</p> <p><u>Parental engagement   EEF</u></p> <p><u>Early Years   EEF</u></p> <p>Publication available here:  <a href="https://www.ncb.org.uk/resources/all-resources/filter/early-years/home-matters-making-most-home-learning-environment?qclid=EAlalQobChMIxvWd56bC9AIVibPtCh3CvQoBEAAYASAAEqJWOPD_BwE">https://www.ncb.org.uk/resources/all-resources/filter/early-years/home-matters-making-most-home-learning-environment?qclid=EAlalQobChMIxvWd56bC9AIVibPtCh3CvQoBEAAYASAAEqJWOPD_BwE</a></p> <p>Preparing for Life Programme of Home Visits in Dublin: <a href="https://www.preparingforlife.ie/">https://www.preparingforlife.ie/</a></p>	
<p>Nurture Groups</p>	<p>To support the most vulnerable pupils with social skills and communication</p> <p><u>Oral Language Interventions EEF Toolkit</u></p> <p><u>Social and emotional learning   EEF</u></p>	<p>1,2,4</p>
<p>EasyPeasy EYFS parent support App Yearly License £2500 per year</p>	<p>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.</p>	<p>1,2,4</p>
<p>Bespoke in year home visit programme for EYFS parents to follow up GSGS. (see more on this above)</p>	<p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p><u>Early Years   EEF</u></p> <p><u>Parental engagement   EEF</u></p>	<p>1</p>
<p>One club for free for one term for each PP child in school (enrichment only)</p>	<p>Low impact for moderate cost, based on limited evidence from EEF</p> <p><u>Creating cultural capital - Sutton Trust</u></p>	<p>3</p>
<p>Y6 residential discounted for PP pupils</p> <p>£6000</p>	<p>Moderate impact for moderate cost, based on moderate evidence from EEF</p> <p><u>Creating cultural capital - Sutton Trust</u></p>	<p>3</p>

**Total budgeted cost: £ 182,154**

## 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.

Please refer to last year's strategy document.

### Externally provided programmes

Cost: £1068

Programme	Provider
Tutoring	Fleet Tutors

## Further information

### Cultural Capital

Ofsted define cultural capital as:

‘...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement’.

Our curriculum strives to enable children ‘**...to stand on the shoulders of those that have gone before and create new and exciting forms of culture**’ through providing enrichment opportunities, such as visits to art galleries, theatres and museums, within a rich and cultured curriculum.

As Martin Robinson states *‘the most expensive seats in the theatre are not the ones which the best view. For some people it is more important to be seen going to the theatre than the actual going itself’*. We apply this analogy to our curriculum; it is not enough for children to be seen reading Shakespeare, they need to feel the humour, the passion and the beauty of the literature. They need much more than to be told that Shakespeare was great writer; they need experience it.

### Knowing itself is not enough

We do not want our children to be sat in ‘boxes’ at the theatre. We believe that our children should go to the theatre to experience it. To be able to appreciate something, you need to participate in it, before going on to make judgements and decisions.

To support children to succeed in life, the curriculum aims to give our pupils wisdom; knowledge of the world in which they live; experiences to make sense of it; and the confidence to make judgement of what they see.

Funding is sometimes necessary to enable all pupils to access these experiences such as theatre trips etc. We occasionally use some of our Pupil Premium funding to cover these expenses to enable all pupils to access the additional activities that are outside of the curriculum such as the Year 6 Residential.