



1. Background

School	ARK PRIORY PRIMARY ACADEMY				
Academic Year	2020/2021	PP allocation	£174,850		
Number of pupils on roll	459 (including nursery)	% of pupils eligible for PP	34%	Date: next review of this statement	July 2021

2. Current performance: phonics

	PP pupils in school	Other pupils in school
% of pupils reaching expected standard in phonics check		
% of pupils reaching the expected standard of reading at KS2		

Plan to close our phonics gap:

This is not applicable as we had an outcome of 98% pass rate for our Phonics screening test in 2018/2019.

We have no test results from 2019/2020 due to the coronavirus pandemic.

3. Current performance: pupil premium

	PP pupils in school	PP pupils in top similar school (Families of Schools database)
Published progress score	na	
Published attainment score	na	

4. What are the barriers to success we need to overcome?

- A. Pre and post school entry parental engagement
- B. Poor communication / oracy skills
- C. Lack of cultural capital
- D. Under developed / weak social and emotional skills

5. Summary of our pupil premium strategy

Through the application of high-quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions is also important. 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 low attaining 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 not at age related expectations for RWM combined.

6. Planned expenditure: this academic year

How well do our plans reflect the tiered approach in the EEF's [Pupil Premium Guide](#)?

i. High quality teaching for all

Action and intended outcome	Rationale for this choice	Review date
Intervention (specifically in Y6) through the use of an additional adult	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	July 2021
EYFS lead to be non-class based	To fully support all teaching staff in the EYFS/ Year 1 to improve outcomes for all pupils To provide targeted support for teaching and learning	July 2021
Total Cost		£84,655

ii. Targeted support

Action and intended outcome	Rationale for this choice	Review date
Play Therapist	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.	July 2021 (£3,750)
Specialist support from Ealing Behaviour Support Service	To provide support for those pupils whose behaviour presents barriers to their learning and character development	July 2021
Parental Engagement (Good start, Great start programme)	To support the most vulnerable pupils and families in the EYFS to engage in school, including prior to entry	July 2021

Targeted Language support like Language for Thinking (EYFS)	To support the language development of the most disadvantaged children to enable them to successfully access the curriculum and	July 2021
Nurture Groups	To support the most vulnerable pupils with social skills and communication	July 2021
Total cost		£74,862
iii. Wider approaches – readiness to learn		
Action and intended outcome	Rationale for this choice	Review date
EasyPeasy EYFS parent support	To encourage parents to engage with their children in activities and provide stimulating/education activities for their children	July 2021
Good Start, Great Start program	To encourage parents to engage with their children in activities and provide stimulating/education activities for their children	July 2021
Bespoke in year home visit programme for EYFS parents to follow up GSGS.	To develop a holistic approach between home and school and provide individual opportunities to support parents in the home environment. Home visits will be completed by the EYFS Lead and the Class Teacher and will be 20 minutes per child. Individual children identified throughout the GSGS programme. While working with the current Coronavirus Risk Assessment this could be done virtually via MS Team, however parent ability to use technology and access to devices should be considered here.	January 2021
1 year of clubs (breakfast or enrichment) once per week	To develop character, social skills and non-academic interests and skills and to support parents	July 2021
Total cost		£15, 366
Notes:		
7. Review of expenditure: previous academic year		
Pupil Premium Allocation	£70,867	
i. High quality teaching for all		

Action	Estimated impact	Continue or change approach? Why?
Intervention (specifically in Y6) through the use of an additional adult	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	The approach should continue but using both the teacher and the learning support staff to run those interventions, so pupils have high quality learning at all times.
Levelled Reading Scheme	<p>To enable every child in school to take a book home weekly that is at their level</p> <p>To improve reading standards (fluency) and stamina</p> <p>To encourage parents to read with their children at home and inspire the love of reading</p>	<p>This was a one off big spend to enable us to start our home reading scheme for every pupil. We will need to occasionally replenish our reading books when they become old etc.</p> <p>This enabled every child to take home a book appropriate to their reading level home weekly.</p>
ii. Targeted support		
Action	Estimated impact	Continue or change approach? Why?
Play Therapist	The work of our play therapist supported some of our most vulnerable learners to be able to be in class and access their learning. The work with the play therapist also prevented exclusions for some pupils.	This approach should continue as it was necessary means of support for many of our most vulnerable pupils.
Support from Ealing Behaviour Support Service	To provide support for those pupils whose behaviour presents barriers to their learning and character development	Continue using this support as and when needed
Parental Engagement (Good start, Great start programme)	To support the most vulnerable pupils and families in the EYFS to engage in school, including prior to entry	We were unable to run this programme in 2019/2020 due to the global pandemic.

Targeted Language support like Language for Thinking (EYFS)	To support the language development of the most disadvantaged children to enable them to successfully access the curriculum and	This support should continue as it enables children to be exposed to high quality modelling of language which supports the oral and written development of language as well as understanding and comprehension skills.
Nurture Groups	To support the most vulnerable pupils with social skills and communication	This support should continue as it enables children to develop social skills, negotiation skills, emotional regulation and language/conversation skills.

iii. Wider approaches - readiness to learn

Action	Estimated impact	Continue or change approach? Why?
EasyPeasy EYFS parent support	To encourage parents to engage with their children in activities and provide stimulating/education activities for their children	We were unable to run this programme in 2019/2020 due to the global pandemic.
Good Start, Great Start program	To encourage parents to engage with their children in activities and provide stimulating/education activities for their children	We were unable to run this programme in 2019/2020 due to the global pandemic.
1 year of clubs (breakfast or enrichment) once per week	To develop character, social skills and non academic interests and skills and to support parents	PP pupils attend clubs/breakfast club for the autumn term 2019 only as clubs did not run for the rest of the school year during 2019/2020/