



Ark Conway Primary Academy
Pupil Premium Strategy
Statement

2021- 22

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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 Conway Primary Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022*
Date this statement was published	17 th December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Kate Magliocco – Regional Director
Pupil premium lead	Rebecca Ross-Wood, Principal
Governor / Trustee lead	Alison Cabot (Chair of Governors)

**The Education Endowment Fund's (EEF) research rightly recommends that schools follow an 'Assess, Plan, Do, Review' model when allocating Pupil Premium funding. The school has been successful in meeting the needs of pupils over the past two years and we anticipate our priorities remaining the same over a three-year period. However, we have had student mobility during the Covid period and for this reason, we believe it to be prudent to review our approach annually given the changing student population.*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425
Recovery premium funding allocation this academic year	£9,435
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	£96,860

Statement of intent

The mission of Ark is to ensure that all children, regardless of background, leave school with genuine choices in how they shape their future. As an Ark school, we share this aim and recognise our responsibility to do all we can to enable children leave our school secondary ready. As a school with 30% of pupils eligible for Pupil Premium, we recognise the importance of spending this funding in areas that will help to close the attainment gap and ensure that there is equality of opportunity regardless of background.

The school prioritises the funding to support all pupils in receipt of Pupil Premium funding who are either under-achieving or in danger of under-achieving and to raise aspirations.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in- class support, small group and one-to-one interventions.
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving disadvantaged pupils/families' engagement with school and learning, including
- improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.
- Continuing support for children and families from West London Zone to provide advice and support for parents with particular focus on improving attainment through improving attendance, widening experiences, developing self-esteem and behaviour for learning.

The academy draws on research evidence (such as the Sutton Trust Toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

Evidence Base

In June 2019, the EEF published their guide to the Pupil Premium with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

A. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.

B. The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.

C. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

At Ark Conway, we also believe that knowledge acquisition and access to a broad, experiential curriculum are also vital in ensuing success.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally start their education with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently
2	Pupils' attendance is not in line with national and persistent absence is above national data for PP children
3	Limited enjoyment of reading both within and beyond the school day
4	Pupils and families with disadvantage can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital
5	Pupils with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children
6	Pupils with multiple vulnerabilities (PP and SEND) have additional barriers to learning and require support to build their resilience/readiness for learning
7	Pupils with PP do not achieve as well as they could by the end of KS2 – the gap needs to be narrowed

In addition to the above, during school closure the attainment gap between PP and non-PP pupils widened and the full effect of lockdown on disadvantaged pupils' social and emotional wellbeing is still being uncovered.

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
<i>To ensure ≥90% of pupils pass the Phonics Screening Check</i>	Three-year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation
Reduce the gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving ARE standard
All pupils without other complicating factors are confident readers by the end of KS1	In school tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2
Pupils are able to self-regulate and manage emotions in appropriate way	In school progress data shows movement in developmental strands for pupils
Pupils' achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained	Subject leader data shows that PP pupils perform broadly in line with non-PP children Pupil voice shows a greater understanding of the world around them
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and co- teachers</p> <p>Deliver and embed reading Signature Strategies from 2021-22 to improve the quality of teaching through targeted training</p>	<p>Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2</p> <p>Early reading success is linked to reading for pleasure</p> <p>EEF Phonics High impact for very low cost based on very extensive evidence</p>	1, 3, 6, 7
<p>Develop a high-quality oracy education for every child: Voice 21</p>	<p>Pupils' confidence and vocabulary impacts on their understanding of the wider world.</p> <p>EEF Oral Language Very high impact for very low cost based on extensive evidence</p>	1, 4, 7
<p>Provide high quality professional development opportunities through weekly co-planning and coaching</p> <p>Facilitation of weekly coaching programme for teachers and co-teachers</p> <p>Implementation of the Great Teacher Rubric: high-quality coaching development for all teachers</p>	<p>EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.</p> <p>EEF Feedback Very high impact for very low cost based on extensive evidence</p>	1, 3, 6, 7
<p>1x SLT member join NPQH programme</p>	<p>Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes.</p>	1, 3, 6, 7

	Teachers will delve into the nuts and bolts of what makes an effective teacher, what good teaching looks like, and how they can lead others and they can learn from them.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regional Inclusion support offer from Ark - 5x days of SALT support + NELI/Talk Boost	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
EYFS Lead for our EYFS department to ensure that pupils completing EYFS achieve a GLD at least in line with national average Learning Support Assistant to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and learning and occupational therapy	EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy Success in the key areas provides a vital foundation for transition to Year 1 PP meetings at key assessment points focus on the graduated response approach and inform subsequent interventions	1, 3, 6, 7
Unlocking Language support for pupils that require Speech & Language intervention (non EHCP)	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
West London Zone	20 pupils that meet key vulnerability indicators (including PP) receive a 2-year programme of support: social, emotional and academic A significant number of the EEF Teaching and Learning Toolkit is covered by West London Zone interventions	1, 2, 3, 4, 5, 6, 7
Additional time from Educational Psychology Service (6 days during 21-22 academic year)	Post lockdown, not only do we have increased need (particularly in our EYFS) that requires professional assessment, but we also aim to use the Ed Psych service to develop staff competence and confidence EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds	1, 5, 6, 7

	and those with multiple needs (including SEND)	
<p>Rapidly close the provision gap to enable all pupils to read at or above their chronological reading age: 100% of pupils more than 2 years below chronological reading age receive an intervention</p> <p>Recruit additional co-teacher for Spring term (part fund this)</p>	<p>The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy.</p> <p>Teacher led interventions can have greater impact because the planning and assessment for learning opportunities are responded to immediately.</p>	1, 3, 6, 7
<p>Provide targeted support and personalised provision for SEND pupils who are also PP.</p> <p>To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.</p>	<p>There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support. Where pupils have more than one vulnerability (SEND and PP) the gap between the cost of one-to-one support and SEND funding is allocated to these pupils.</p> <p>Research shows that personalised provision best meets pupils' needs.</p>	6, 7

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To meet with parents of children who are persistently absent every 3 weeks to set targets and to decrease their rates of PA</p>	<p>Attendance of PP children is below national</p> <p>Persistent absence is higher in PP groups than any other strands.</p>	2, 5
<p>To ensure all children have access to a healthy breakfast and an opportunity to start their day in a positive environment</p> <p>To provide a positive start to the day by running a funded Breakfast club</p>	<p>A healthy breakfast has a clear link to concentration and learning</p> <p>Reduced lateness</p> <p>Improved behaviour for learning particularly in the mornings as a result of a positive start to the day</p>	5

<p>To increase self-confidence and well-being of identified pupils</p> <p>To part-fund the Pastoral Support Team to support children and families with developing attendance, behaviour and self-esteem</p> <p>Pastoral Support Team support all aspects of pupil behaviour and welfare with individual meetings, one to one and group support, meetings with parents and outside agencies</p>	<p>Pupils are more independent in the choices that they make regarding their behaviour.</p> <p>Parents understand the way their child's behaviour is supported in school and home/school links are strengthened.</p>	<p>4, 5, 6</p>
<p>Provide enrichment opportunities to supplement the curriculum: trips, visits, talks, subscriptions, etc.</p> <p>To ensure all pupils have a wide variety of rich experiences.</p>	<p>Equality of opportunity through providing access for families with challenging financial constraints</p>	<p>4, 5</p>
<p>Place2Be counselling</p>	<p>Pastoral, social and emotional needs of children to be met before in order to improve educational outcomes</p>	<p>5, 6</p>

Total budgeted cost: £ 97,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Phonics

	Target	Actual
Year 2	90%	90% (PP – 4%)

Key Stage 2

	Actual
RWM	62% (PP - 6%)
Reading	83% (PP + 5%)
Writing	66% (PP – 3%)
Maths	66% (PP – 10%)

Externally provided programmes

Non-DfE programmes purchased in the previous academic year:

Programme	Provider
Fresh Start Reading Intervention	RWI
Read Write Inc	RWI
Mathletics	3P Learning
Bookmark Reading	Bookmark
Personalised support through a school link worker	West London Zone
School counselling service	Place2Be

Service pupil premium funding (optional)

N/A for Ark Conway Primary Academy