

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Atwood
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	34.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year*
Date this statement was published	
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Atwood LGB
Pupil premium lead	James Evelyn
Governor / Trustee lead	Sophie Taylor

** 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 historically and we anticipate our priorities remaining the same over a three year period. However, like other schools across our borough, we continue to have significant student mobility (there is currently primary school place surplus of 20% in our borough) 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	£193,900
Recovery premium funding allocation this academic year	n/a
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	£193,900

Part A: Pupil premium Strategy Plan

Statement of intent

The mission of Ark Schools 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 around 1/3 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. These aims translate to four key areas: (i) high quality teaching alongside a broad and rigorous curriculum that meets the needs of all (ii) securing specialist provision so that we have the expertise in place to deliver our aims (iii) equality of access so that 'disadvantage' is not a barrier to opportunity and (iv) spending to guarantee high levels of attendance and wellbeing. The Ark Atwood Local Governing Body (LGB) will review progress against targets at each meeting including reviewing attainment data for Pupil Premium vs non Pupil Premium children.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the academy
2	Financial constraints that limit opportunity
3	High level of need amongst our children (both existing and, increasingly, incoming)
4	Limited vocabulary and enjoyment of reading
5	Limited real life experiences outside of the academy

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
To ensure in excess of 90% of all pupils pass the Phonics Screening Check	<ul style="list-style-type: none">• Children know their sounds and are able to blend and decode in line with national expectations• Children with specific needs are receiving targeted support to ensure they make good levels of progress

<p>To support our Y5 cohort, a high need cohort, in ensuring they are making strong progress and their needs are being met</p>	<ul style="list-style-type: none"> • To reduce the number of PP children reading more than 1 year behind their chronological reading age to less than 10% (excluding EHCP children) • Children with specific needs are being supported to achieve strong endpoints
<p>To maintain a relentless focus on reading through the use of rich reading texts and specific programmes</p>	<ul style="list-style-type: none"> • The school has the resources in place to ensure a rigorous curriculum can be delivered based on the needs of the children • Reading outcomes remain strong and gaps between groups narrow at termly assessment points • To reduce the number of Y2, Y3 & Y4 PP children reading more than 1 year behind their chronological reading age by 80%
<p>To ensure that leadership and other release time does not impact negatively on children's learning time.</p>	<ul style="list-style-type: none"> • No lost learning time when middle leaders are released from their class responsibilities • Strong relationships and familiarity with Atwood systems mitigate potential for lost learning time
<p>To provide specialist support for children with speech and language needs</p>	<ul style="list-style-type: none"> • Expertise provided to support children with specific speech and language difficulties • Increased confidence in speaking and listening of targeted children
<p>To increase access to after school clubs for PP children</p>	<ul style="list-style-type: none"> • Working parents are supported with discounted school based childcare • Club attendance mirrors whole school PP proportion
<p>To enable equal access for all pupils to school trips and residential visits</p>	<ul style="list-style-type: none"> • Discounted rate for PP children • All children who want to attend are able to
<p>To enable access to Music provision</p>	<ul style="list-style-type: none"> • Financial means are not a barrier to school led enrichment • Discounted rate for PP children
<p>To ensure that attendance for all pupils is at or above 95%</p>	<ul style="list-style-type: none"> • Improved attendance for children with historically low attendance • Close tracking of vulnerable families • Walking Bus provided by Atwood staff member
<p>To raise confidence, aspiration and self-esteem of girls entering KS2</p>	<ul style="list-style-type: none"> • 'I Can Be' programme provides insight into workplace • Selected PP girls attend
<p>To prioritise PP children in accessing after school clubs</p>	<ul style="list-style-type: none"> • Proportion of PP pupils attending is in line with whole school PP percentage

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: £120,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to ensure rigorous Phonics programme is delivered with fidelity	Nationally recognised that a rigorous Phonics programme is the starting point for learning to read EEF: High impact for low cost based on extensive research base	1, 4
TLRs/ Appt of T&L Leads to support teacher coaching model and wider CPD	'EEF Guide to Pupil Premium': "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."	1, 3, 4
Recruitment of an additional Early Years teaching assistant to support induction and transition of new pupils	Moderate impact for moderate cost based on moderate evidence Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	1,3, 4
Recruitment of an additional TAs in Year 5 and Year 3 to ensure needs are met and children leave secondary ready	Historic strong outcomes in Year 6 off the back of strong provision year on year	1, 3, 4
Purchase of additional reading resources	Historic strong outcomes in Year 6	1, 3, 4
Recruitment of cover teacher to ensure release time does not impact on outcomes	Historic strong outcomes in Year 6 based on strong provision year on year through strongly aligned and confident staff members	1, 3

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

Budgeted cost: £21,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of intervention programmes to ensure catch up	EEF Reading Comprehension Strategies: Very high impact for very low cost based on extensive evidence	1, 3
Recruitment of specialists to support children with speech and language needs	EEF Oral Language Interventions: Very high impact for very low cost based on extensive evidence	1, 3
Tutoring for targeted children to support post Covid catch up / low attainment on entry	EEF 1:1/Small Group Tutoring: High impact for moderate cost based on moderate evidence 18,428	1

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

Budgeted cost: £26,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of counsellor	Feedback from Inclusion Lead and Counsellor on wellbeing and confidence	3
Provide access to P3 holiday, breakfast and after school club provision	Equality of opportunity through providing access for families with challenging financial constraints.	2, 3
Provision of specialist music provision		2
Enable access to trips and residential		2, 5
Appointment of pastoral TA role (supporting with attendance, home/school links, child support sessions)	Recognition of the importance of home/school links and support of familiar adults.	1, 3

Total budgeted cost: £168,088

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 2021/22 academic year.

- 97% of Year One children passed the Phonics Screening Check (94% pass rate among PP children)
- KS2 SATs outcomes well above national and local authority averages with PP children outperforming the national average and disadvantaged average in Writing (writing was local authority moderated). Outcomes in Maths and Writing for disadvantaged children were significantly above the national average for this group.
- Strong internal data across the school
- Year 4 Multiplication Tables Check outcomes above national and averaging a 21 point raw score
- Year 6 residential to the Isle of Wight took place – significantly reduced rate for PP children
- Fully resourced adjustments to Atwood Reading model
- Instrumental provision continued through the lockdown period
- Appointment of cover teachers provided significantly more capacity during Covid disruption (including pressures of simultaneous remote and on site provision)

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
Oxford Reading Tree	Oxford University Press
Fresh Start Reading Intervention	RWI
Read Write Inc	RWI
Mathletics	3P Learning
TTRS	Maths Circle Ltd
Ark Curriculum Plus	Ark Schools

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?

n/a