



Ark Tindal 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 Tindal Primary Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Hayley Francis, Headteacher
Pupil premium lead	Hayley Francis
Governor / Trustee lead	Elizabeth Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,990
Recovery premium funding allocation this academic year	£26,173
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	£267,163

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Ark Tindal is to provide an exceptional education that inspires all children to flourish into confident, successful, and well-rounded individuals. We understand how important the pupil premium strategy is in supporting disadvantaged pupils in achieving this and are committed to giving all pupils the best possible chances to attain both academic and personal success. The pupil premium strategy plan is seen as an inclusive tool to bring about social justice, equality, and social mobility for our pupils.

As we continue to face the consequences of the global pandemic, it is clear to see its lasting detrimental legacy, particularly for disadvantaged pupils. The challenges and strategies outlined below acknowledge the difficulties posed by both recovery from the pandemic alongside further challenges that the academy faces. These strategies provide an approach to each of these challenges based on proven understanding and historic success.

Specific diagnostic gap analysis of assessments followed by high-quality teaching and intervention are key to the success of the strategy alongside the promotion of the personal development curriculum, particularly through inclusive wider and equal opportunities and enrichment. Strategy bespoke to the context of the school that caters for language acquisition and oracy for pupils new to English and increasing the number of pupils attaining the higher standard are key.

The success of this strategy hinges on quality, wave one, universal teaching and will benefit non-disadvantaged pupils at the same time. Further intervention, on top of planned strategy, carefully put together following scrupulous data analysis will then ensure targeted provision is delivered to those who need it the most.

Our strategy reflects many of the same challenges faced by the education sector nationally in the uptake of targeted support via the National Tutoring Programme where most enlisted pupils are disadvantaged.

In the wake of the pandemic and as normal operating conditions return, bringing about previous challenges like increased pupil movement and mobility, we will deliver a flexible, reflective and responsive approach to these challenges as they evolve and change over time. The core of the strategy is, and will remain, a clear, purposeful and proven approach to the support of disadvantaged pupils in achieving the outcomes stated above. For the approach to be successful, we will:

- Assess: using high-quality assessments that provide in-depth, specific analysis of pupils' abilities
- Analyse: with a focus on vulnerable and disadvantaged pupils, robust, diagnostic analysis will elicit specific, teachable gaps in pupil knowledge and understanding
- Respond: analysis will lead to planned high-quality teaching and intervention to intentionally close gaps identified through assessment
- Evaluate; we will monitor this process regularly to ensure movement of pupils
- Regularly consider and plan opportunities for the development of social and cultural capital through the personal development curriculum

Challenges

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

Challenge number	Detail of challenge
1	Academic gaps in all subjects as a long-lasting consequence of the pandemic
2	Poor reading ability acting as a barrier across the wider curriculum where pupils are reading below their chronological age
3	Quality of teaching: high quality teaching that is inclusive and responsive to the changing needs of pupils and that addresses academic gaps must be skilfully deployed for pupils to make best progress and for gaps to close
4	Vulnerable pupils' limited opportunities to develop social and cultural capital through provision beyond the curriculum through wider opportunities, enrichment and the broader personal development curriculum
5	Language barrier inhibiting curriculum access: pupils new to English at various stages of language acquisition.
6	Our attendance data over the past year indicates that attendance amongst both disadvantaged and non-disadvantaged pupils has been around 3% lower than our school target of 97%
7	<p>Proportion of pupils attaining the higher standard at each statutory assessment point is lower than pre-pandemic levels, particularly in KS1:</p> <ul style="list-style-type: none"> • KS1 <ul style="list-style-type: none"> ○ 14% of pupils attained GDS in reading in 2022 compared to 21% in 2019 ○ 12% of pupils attained GDS in reading in 2022 compared to 21% in 2019 ○ 10% of pupils attained GDS in reading in 2022 compared to 21% in 2019 • KS2 <ul style="list-style-type: none"> ○ 5% of pupils attained GDS in writing in 2022 compared to 27% in 2019

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 close the gap in reading age variance so that more pupils are reading at their chronological age	<ul style="list-style-type: none"> - Assessment analysis shows a closure in the gap between chronological and reading ages - More pupils reading age-related texts - Pupils are more able to access the wider curriculum and are able to 'read to learn'
Strong phonics screening check outcomes	<ul style="list-style-type: none"> - Pupils have a solid understanding of phonics and phonemic awareness - Pupils are able to decode and read age-related texts - 100% of pupils pass the screening check - 100% of pupils pass Y2 check
Subject specific gaps are identified and addressed	<ul style="list-style-type: none"> - Assessment analysis is used to formulate targeted intervention plans in each year group - Interventions are delivered regularly - Follow up assessment analysis demonstrates gap closure and next steps identified & acted upon
Pupils are taught to read according to their pillar of need (phonemic awareness, phonics, fluency, vocabulary, comprehension)	<ul style="list-style-type: none"> - PM Benchmark & NGRT used to assess needs of pupils - Pupils grouped and taught according to their pillar of need - Reading gaps close; pupils are reading at their chronological reading age
Capitalise on the new school library to encourage a love of reading and to support reading development by sending additional high quality texts home with children	<ul style="list-style-type: none"> - New library officially opened with each class having a weekly slot - Librarian trained to use the system and run after-school library sessions - After-school story sessions set up and running - All pupils have access to a wide range of texts
Ensure equal access and opportunity for all pupils to school trips, residential visits, after-school clubs and any other enrichment	<ul style="list-style-type: none"> - Where pupils are selected to take part, intentional selection ensures that vulnerable, disadvantaged and SEND pupils are represented - Financial means are not a barrier to school-led enrichment - Greater proportion of PP and SEND children are attending after-school clubs
To ensure attendance for all pupils is 97% or above.	<ul style="list-style-type: none"> - Meet the school target recognising that children must be in school to achieve their potential and be secondary ready
To develop the social and personal capital of our pupils through character education	<ul style="list-style-type: none"> - Teachers & pupils exhibit and articulate virtue in their daily lives - Pupil engagement in the curriculum increases

	<ul style="list-style-type: none"> - Improved self-regulation leads to a reduction in behaviour incidents and detentions
To provide a rich music curriculum for all pupils	<ul style="list-style-type: none"> - All pupils from Y2 – 6 learn to play an instrument - EYFS & Y1 pupils receive specialist music lessons and teachers receive coaching on effective practice
To support the KS2 pupils in making accelerated progress in the core subjects	<ul style="list-style-type: none"> - Additional tutoring organised provides more time for learning, particularly for PP pupils - Extending beyond the school day gives pupils time to close gaps
Improved phonics attainment among disadvantaged pupils with 90% passing the phonics screening check	<ul style="list-style-type: none"> - Children know their sounds and are able to blend and code in-line with national expectations - Children with specific needs receive targeted support so that they keep-up, rather than catch-up
To increase the proportion of disadvantaged pupils attaining the higher standard in all subjects so that outcomes are in line with or above regional and national comparators	<ul style="list-style-type: none"> - Pupils targeted for the higher standard based on prior attainment, current or historic performance - Planning completed for both challenge in the curriculum as well as targeted interventions and homework for further challenge. - School resources purchased where appropriate to stretch pupils to attain the higher 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: £163,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three-teacher model provides a strong year group lead for coaching and interventions	Three-teacher models supports teacher development; all teachers have access to daily coaching, co-planning and team teaching. 'EEF Guide to Pupil Premium': "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." McKinsey 2007	1, 2, 3, 5, 7
Fresh start training for KS2 teachers to support the teaching of phonics beyond KS1 for vulnerable pupils	Nationally recognised that a rigorous Phonics programme is the starting point for learning to read EEF Phonics intervention: High impact for low cost based on extensive research base	1, 2
PSHE association membership for the teaching of PSHE and Personal Development	PSHE Association research and evidence briefings: <ul style="list-style-type: none"> A curriculum for life: the case for statutory PSHE education Social mobility and the case for PSHE PSHE education, pupil wellbeing an safety at school EEF <ul style="list-style-type: none"> Social and emotional learning: Moderate impact for very low cost based on very limited evidence Improving social and emotional learning in primary schools 	4, 5
Purchase of additional reading resources including stretch materials	Historic strong outcomes in Y6	2, 5, 7
Oracy training	EEF Oral Language Interventions: Very high impact for very low cost based on extensive evidence Voice 21 Impact Report 2016 - 2021	1, 2, 3, 4, 5
Humph's History Workshops to engage pupils in an enriched History curriculum	'Breadth of knowledge is the single factor in a schools' control that contributes most to academic achievement' Hisch ED (2009)	1, 4, 5

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

Budgeted cost: £70,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a programme of catch-up tutoring via the NTP for years 5 & 6	Historic strong outcomes in Y6 EEF One to one tuition: High impact for moderate cost based on moderate evidence	1, 2, 3, 7
Additional weekend classes for targeted Y6 children.	Historic strong outcomes in Y6 EEF Extending school time: Moderate impact for low cost based on limited evidence	1, 2, 5, 6, 7
Co-teachers to facilitate rapid progress of EAL learners and pupils with curriculum gaps	EEF <ul style="list-style-type: none"> One to one tuition: high impact for moderate cost based on moderate evidence Small group tuition: moderate impact for low cost based on moderate evidence Historic strong outcomes	1, 2, 3
Purchase and roll out assessment tools, Lexia & NGRT, to diagnose pupil difficulties in reading to inform high-quality planning and teaching	Effective assessment leads to appropriate reading comprehension strategies planned and delivered. EEF research on appropriate reading comprehension strategies shows 'very high impact for low cost based on extensive evidence'	2, 3, 5
Fresh Start	Very high impact for low cost based on extensive evidence when working in small groups targeted towards identified needs EEF Reading Comprehension Strategies	1, 2, 3, 4
Teachers to use the learning village support pupils who are early in the stages of language acquisition and those new to English	Teaching Children English as an Additional Language: A programme for 7-11 year olds (2007) Teaching English as an Additional Language 5-11: A Whole School Resource (2012) An English as an Additional Language (EAL) Programme: Learning through images for 7-14 year olds (2019)	1, 2, 5

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

Budgeted cost: £33,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour interventions run by the attendance and behaviour lead	EEF Behaviour interventions: Moderate impact for low cost based on limited evidence	1, 2, 3, 4, 5, 6
Attendance intervention run by the attendance and behaviour lead	<p>Historic outcomes of interventions</p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>DFE – School attendance - Guidance for maintained schools, academies, independent schools and local authorities (August 2020)</p>	1, 2, 3, 4, 5, 6
Funding for the resources and staffing required to open the library during and after school for children and parents	Making these opportunities available to our most vulnerable pupils ensures equality of opportunity to engage in enrichment for all pupils.	2, 4
Recruitment of music specialist for specialist provision and coaching for staff		3, 4
Y6 Residential and subsidy of other off-site, educational visits	Experiential learning at formal and informal field trip venues increases student interest, knowledge and motivation.	4
Maintenance and running costs of minibus so that targeted pupils can take part in enrichment activities outside of school	Behrendt and Franklin (2014) – School field trips and their value in education	4
Provide free access to breakfast and after-school clubs	Consistent evidence that school nutrition programmes can improve academic attainment with a reduction in	4, 6

	<p>pupil absence and improvement of behaviour and concentration in the classroom.</p> <p>IFS Breakfast club research (2016)</p>	
Malachi therapeutic family support work for vulnerable families	EEF Social and emotional learning: Moderate impact for very low cost based on very limited evidence	4
Fund for extra-curricular club resources	<p>Making these opportunities available to our most vulnerable pupils ensures equality of opportunity to engage in enrichment for all pupils.</p> <p>‘Breadth of knowledge is the single factor in a schools’ control that contributes most to academic achievement’</p> <p>Hisch ED (2009)</p>	4, 5
System for recognition and celebration of high pupil attendance	<p>‘Positive consequences are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices.’</p> <p>DfE toolkit unit 2 Everyday policies: rewards, sanctions and promotion of positive behaviour (2005)</p>	1, 6
Attend outreach events, sporting competitions and other wider opportunities	<p>Participation in Sport Can Improve Children’s Learning and Skills Development</p> <p><i>UNICEF</i></p>	4

Total budgeted cost: £267,600

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.

Aim: All pupils reach their chronological reading age

Outcome: Through the use of NGRT tests and PM Benchmark assessments, teachers have a deeper understanding of pupil gaps in reading. These assessments, alongside the Simple View of Reading, allowed for targeted provision to be put in place. As a result, pupil progress was made within the 5 pillars of reading (phonemic awareness, phonics, fluency, vocabulary & comprehension).

Work done on reading is reflected in statutory assessments with pupils in both KS1 and KS2 outperforming their peers at a regional and national level.

Last year, Ark Tindal supported +4.8% more disadvantaged pupils than other schools in Birmingham and +22.9% more than other schools nationally. This being said, outcomes in all subjects are stronger than other schools regionally and nationally with pupils outperforming the Birmingham averages in reading by +4.1% and +10% respectively, +13.1% and +20.2% in writing, and +3.8 and +9.4% in maths. Data shows that more work needs to be done to increase the proportion of disadvantaged pupils attaining the higher standard in maths in KS1.

When compared to regional and national cohorts last year, Ark Tindal supported 10% more disadvantaged pupils (FSM ever 6) than other schools in Birmingham and more than 19% more than schools nationally in KS2. Reports show that even with a greater proportion of disadvantaged pupils, outcomes are stronger for these pupils with attainment and progress figures above regional and national comparators in reading.

However, due to the long-lasting of school closures, there is further work to do to ensure all pupils reach their chronological reading age.

Aim: All teaching is effective and disadvantaged pupils are targeted to ensure they make expected or better progress and levels of combined attainment rise in every year group.

Outcome: Attainment outcomes in KS2 last year were strong; disadvantaged pupils at Tindal outperformed those in Birmingham and other pupils nationally by +13.9% and +15.9% respectively for reading, writing and maths combined. Progress measures show that writing is an area to focus attention on in the coming year, alongside promoting the proportion of disadvantaged pupils attaining the higher standard in all subject areas.

The school continues to embed the Great Teacher Rubric which had begun its roll-out in the previous academic year; this includes comprehensive coaching, team-teaching and co-planning for all staff across the curriculum. With the arrival of new staff each year, many of whom are early in their careers, the school continues to focus on teacher development alongside that of quality-first teaching in all year groups for all groups of pupils.

Aim: Pupils use a range of rich vocabulary in their everyday life and can therefore communicate effectively in the wider world.

Outcome: Training continued to be delivered with a focus on the explicit teaching of vocabulary. Teachers were able to identify the highest leverage tier 1 and tier 2 vocabulary and use signature strategies championed by the trust, such as the '6 step method', as well as 'Inside, Outside, Beyond' to effectively teach these. As a result, the vocabulary of pupils improved; pupils were more able to identify the meaning of unknown vocabulary as well as use new and ambitious words within their own vocabulary. Pupil voice also demonstrated that pupils were able to articulate their knowledge and understanding of units taught using subject specific, tier 3 vocabulary.

DfE question level analysis of the KS2 reading assessment shows that pupils at Ark Tindal outperformed their peers nationally for questions that required pupils to give or explain the meaning of words in context. This was the strongest area of the QLA and this demonstrates the effectiveness of the work done to meet this aim. As pupil mobility continues to be high, this work must continue to ensure standards remain high.

Aim: Support pupils and their families to be aware of and take care of their mental health needs.

Outcome: Vulnerable pupils were assessed through use of the three houses model, enabling the school to put specific intervention in place. Three staff members were trained as MHFA and all pupil facing staff have received mental health training to spot early signs and symptoms. The therapeutic family support organisation, Malachi, has been employed to work with specific families within school. Additionally, the revised character and restorative justice programmes were used across the school to support pupils with managing their feelings and developing their resilience.

A new intake of pupils with profound and specific needs and SEND must be supported appropriately and effectively. Building strong relationships with families and networks of support with agencies and other schools within the region are key to the success of this alongside research and implementation of new strategies targeted at the specific needs of individual pupils.

Aim: Pupils' learning habits are well-supported at home and parents are actively engaged in school life.

Outcome: All pupils from Y3 – Y6 now have their own device. INSPIRE workshops, curriculum meetings, parents' evenings, coffee mornings all took place in person where

possible and virtually where needed. These sessions supported parents to engage with their child's learning at home.

Aim: All families are supported so that they have food, a safe place to live and a school uniform.

Outcome: School foodbanks were created to support families most in need. All pupils in EY were provided with a jumper as they start school. Further uniform was provided for families who need it. The school has also made links with Clive Marks Uniforms to access vouchers and support for specific families and the Greggs Foundation continues to support the school to run a free breakfast club for all pupils.

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
RWI Phonics	Ruth Miskin
Times Tables Rockstars	TT Rockstars
Mathletics	3P Learning
Bug Club	Pearson
Purple Mash	2Simple
Action Tutoring	Action Tutoring