



# Ark Tindal 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 Tindal Primary Academy
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hayley Francis, Headteacher
Pupil premium lead	Hayley Francis
Governor / Trustee lead	Emma Pinnock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,427
Recovery premium funding allocation this academic year	£26,173
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	£267,600

# 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.

We know that all pupils have faced adversity as a consequence of the pandemic, with disadvantaged pupils often affected most significantly. The challenges and strategies outlined below acknowledge the difficulties posed by 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 reintroduction of opportunities to develop social and cultural capital that have been hindered over recent years. We understand that the success of this strategy hinges on quality, wave one universal teaching and will benefit non-disadvantaged pupils at the same time. Further intervention 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 the majority of enlisted pupils are disadvantaged.

As the effects of the pandemic are still prevalent, 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, on 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

## 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 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 responsive to the changing needs of pupils 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
5	Poor oral language skills due to an extended prior at home where English may not be the first language and where rich language has not been in frequent use
6	Our attendance data over the past year indicates that attendance amongst both disadvantaged and non-disadvantaged pupils has been around 4% lower than our school target of 97%

## 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"> <li>- Assessment analysis shows a closure in the gap between chronological and reading ages</li> <li>- More pupils reading age-related texts</li> <li>- Pupils are more able to access the wider curriculum and are able to 'read to learn'</li> </ul>
Phonics	-
Subject specific gaps are identified and addressed	<ul style="list-style-type: none"> <li>- Assessment analysis is used to formulate targeted intervention plans in each year group</li> <li>- Interventions are delivered regularly</li> <li>- Follow up assessment analysis demonstrates gap closure and next steps identified &amp; acted upon</li> </ul>
Pupils are taught to read according to their pillar of need (phonemic awareness, phonics, fluency, vocabulary, comprehension)	<ul style="list-style-type: none"> <li>- PM Benchmark &amp; NGRT used to assess needs of pupils</li> <li>- Pupils grouped and taught according to their area of need</li> <li>- Reading gaps close; pupils are reading at their chronological reading age</li> </ul>

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"> <li>- New library officially opened with each class having a weekly slot</li> <li>- Librarian trained to use the system and run after-school library sessions</li> <li>- After-school story sessions set up and running</li> <li>- All pupils have access to a wide range of texts</li> </ul>
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"> <li>- Where pupils are selected to take part, intentional selection ensures that vulnerable, disadvantaged and SEND pupils are represented</li> <li>- Financial means are not a barrier to school-led enrichment</li> <li>- Greater proportion of PP and SEND children are attending after-school clubs</li> </ul>
To ensure attendance for all pupils is 97% or above.	<ul style="list-style-type: none"> <li>- Meet the school target recognising that children must be in school to achieve their potential and be secondary ready</li> </ul>
To develop the social and personal capital of our pupils through character education	<ul style="list-style-type: none"> <li>- Teachers &amp; pupils exhibit and articulate virtue in their daily lives</li> <li>- Pupil engagement in the curriculum increases</li> <li>- Improved self-regulation leads to a reduction in behaviour incidents and detentions</li> </ul>
To provide a rich music curriculum for all pupils	<ul style="list-style-type: none"> <li>- All pupils from Y2 – 6 learn to play an instrument</li> <li>- EYFS &amp; Y1 pupils receive specialist music lessons and teachers receive coaching on effective practice</li> </ul>
To support the KS2 pupils in making accelerated progress in the core subjects	<ul style="list-style-type: none"> <li>- Additional tutoring organised provides more time for learning, particularly for PP pupils</li> <li>- Extending beyond the school day gives pupils time to close gaps</li> </ul>
Improved phonics attainment among disadvantaged pupils with 90% passing the phonics screening check	<ul style="list-style-type: none"> <li>- Children know their sounds and are able to blend and code in-line with national expectations</li> <li>- Children with specific needs receive targeted support so that they keep-up, rather than catch-up</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: £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
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
Commando Joe training to support pupils' personal development	The Commando Joe programme supports pupils to develop their character, with a focus on resilience. EEF Social and emotional learning: Moderate impact for very low cost based on very limited evidence Commando Joe commissioned Ask Research to evaluate the project which showed significant impact on pupils' personal development	4, 5
Purchase of additional reading resources	Historic strong outcomes in Y6	2, 5
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
Fund for extra-curricular club resources	Making these opportunities available to our most vulnerable pupils ensures equality of opportunity to engage in enrichment for all pupils.  'Breadth of knowledge is the single factor in a schools' control that contributes most to academic achievement' Hisch ED (2009)	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
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,658

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
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
Recruitment of graduate co-teachers to support the closure of gaps in all years	EEF: Very high impact for very low cost based on extensive evidence	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

## 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

	pupil absence and improvement of behaviour and concentration in the classroom.  IFS Breakfast club research (2016)	
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

**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.

*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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*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). However, due to the impact 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:* Our internal assessments during 2020/21 suggested that the performance gap between disadvantaged and non-disadvantaged was closing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our aim to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our digital strategy and online resources such as those provided by Oak National Academy and Ark Spark.

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. The school continues to focus on the development 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 was 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 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.

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

*Outcome:* All 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, Malachai, has been employed to work with specific families within school. Additionally, the Commando Joe programme was used across the school to support pupils with managing their feelings and developing their resilience. There is now further work to do to embed the Mental Health Framework across the school.

*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 and internet dongles have been issued where needed. INSPIRE workshops, curriculum meetings, parents evenings, coffee mornings all took place virtually and 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*

<b>Programme</b>	<b>Provider</b>
RWI Phonics	Ruth Miskin
Times Tables Rockstars	TT Rockstars
Mathletics	3P Learning
Bug Club	Pearson
Purple Mash	2Simple
Lightning Squad Tutoring	FFT
Action Tutoring	Action Tutoring