

## Pupil premium statement - primary

1. Background					
School	Ark Tindal Primary Academy				
Academic Year	2019-2020	PP allocation	£223, 080		
Number of pupils on roll	391	% of pupils eligible for PP	42%	Date: next review of this statement	January 2020
2. Current performance: phonics					
			PP pupils in school v Nationally	Other pupils in school v Nationally	
% of pupils reaching expected standard in phonics check			86%v 70%	78% v 82%	
% of pupils reaching the expected standard of reading at KS2			<b>81%</b>	79%	
Plan to close our phonics gap: The phonics gap in school is in favour of disadvantaged pupils.					
3. Current performance: pupil premium					
			PP pupils in school	PP pupils in top similar school ( <a href="#">Families of Schools database</a> )	
Published progress score			<b>1.7 v 0.2 non-PP</b>		
Published attainment score			<b>78%</b>		
4. What are the barriers to success we need to overcome?					
<p>A. Through robust induction of new teachers and a personalised development plan for existing teachers, ensure all teaching is effective across the school to continue to improve outcomes for all pupils.</p> <p>B. Disadvantaged boys are making less progress and attaining less highly than the disadvantaged girls, this is most noticeable in reading. It is a narrowing gap from previous year.</p> <p>C. Develop the character curriculum offer to give pupils the cultural capital that they need to flourish in our society.</p> <p>D. Support all families to enable them to provide their children with the foundation needed to be successful.</p>					
5. Summary of our pupil premium strategy					
<p>Aims in Year 1: Narrow the vocabulary gap to ensure that all pupils are able to access the curriculum in a wide range of topics and subjects. Ensure that all teaching is effective and staff are well-supported so that no gaps in attainment between disadvantaged and non-disadvantaged pupils arise and pupils make the same or better progress in reading than their non-disadvantaged peers. Narrow the reading gap between disadvantaged girls and disadvantaged boys. Provide pastoral care to ensure that socio-economic factors do not become a barrier to education.</p>					

Aims in Year 2: Ensure that all pupils have access to effective teaching. Close gaps between boys/girls and non-disadvantaged/ disadvantaged pupils in writing and ensure that previously closed gaps do not re-emerge, continue to develop the curriculum as a whole to meet the needs of all pupils. Continue to assess and work to negate socio-economic factors that are affecting the education of pupils in school. Provide a counselling service for pupils who need it. Provide pupils with additional experiences such as interactions with historians, athletes, artists etc to broaden their view of the world around them.

Aims in Year 3: Ensure that all teaching is highly effective through consistent staffing; retention of staff will reduce the induction needed each year and enable staff to have a raised starting point to build upon each year thereby reducing 'settling in' periods and enabling achievement to rise. Continue to support staff through high quality CPD that is personalised to their own experiences and the needs of the cohort to raise achievement for every child. Disadvantaged pupils continue to perform at the same level or better than their non-disadvantaged peers nationally. Continue to broaden the horizons of the world around them through enriching the curriculum and beyond.

## 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

<p><b>Action and intended outcome:</b> Overstaff historically weak Year Groups and those with trainee teachers with additional qualified teachers to raise attainment and progress further and ensure more disadvantaged pupils reach GDS. Ensure all staff have robust induction and training so that all teaching is effective quickly.</p>	<p><b>Rationale for this choice</b> The three teacher model has shown that qualified staff teaching as opposed to TAs is raising the pupils' achievement year on year. In the majority of our year groups PP pupils outperform non-pupil premium pupils and this is certainly the case as a whole school. Using this first hand evidence we know that over staffing will build upon the third teacher model to close these gaps and raise attainment more rapidly and also factors in succession planning to ensure no dip in future years. Effective teaching is key as highlighted through Sutton Trust's 2011 report. To build on this model a fourth teacher will be appointed to support in year groups where there are trainee teachers to ensure no dip in standard of teaching or expectation of pupils.</p>	<p>Review date: Jan 2020</p> <p>Cost: £44,972</p>
<p>Continue with third teacher model to raise standards for all. Third teachers to develop and augment the way lesser-experienced staff plan, teach and assess through a range of means including co-planning, coaching (including live feedback), team teaching. This model aims to close gaps in subject knowledge whilst developing teachers' initiative and</p>	<p>This will be the third year of the third teacher model. EEF shows that TAs are not always good value for money (for a high cost, the impact of TAs equated to around only one month's worth of progress), qualified teachers are able to deliver more challenging lessons and give direction to the year group whilst building consistency for pupils across the school. Transitions are co-ordinated and simple from year to year meaning no loss of learning time. Third teachers are experienced staff with responsibility for live coaching, team teaching, co-planning and</p>	

<p>independence through the creation of a structured, reflective and well-led processes for planning &amp; delivering effective lessons.</p>	<p>feedback which are proven to raise the quality of teaching. This is backed up with evidence from Pakeman Primary's secrets. In addition, we know that during one year, with a very effective teacher, pupils gain 40% more in their learning then they would with a poorly performing teacher (Sutton Trust). As a result of this finding, we recognise the importance of sharing the practice of effective teachers within the school and within the network.</p>	<p>Cost: £124,978</p>
<p>Appoint AHT with specific responsibility for Quality of Education</p>	<p>AHT will be responsible for ensuring that everyone receives weekly coaching as per the evidence based Doug Lemov model. In school data shows that this develops our teachers more quickly that other approaches such as formal observations. Team teaching and co-planning will also ensure that all teaching is of high quality. Consistency will be key across the school so that no learning time is wasted and all lessons are effectively planned and delivered and revisited to check learning. Working with the DHT to plan and provide high quality CPD that is personalised to career stage is key.</p>	<p>Included above</p>
<b>Total Cost</b>		<b>£169, 950</b>
<b>ii. Targeted support</b>		
<b>Action and intended outcome</b>	<b>Rationale for this choice</b>	<b>Review date: Jan 2020</b>

<p>Prioritise vocabulary and reading for all pupils. Target pupils who are behind in reading to ensure that they catch up, this particularly applies to boys across school. Third teachers to all have reading groups at least once per day. Third teachers to spend time with teams during morning rehearsal focussing on the delivery of vocabulary in reading lessons. The importance of effective 'vital vocabulary' sections of the reading model to be a focus of planning, lesson rehearsals and coaching to ensure all staff are aware of what vocabulary pupils should be exposed to as well as how to develop their understanding of words beyond surface level. Teachers who are more familiar with the depth of vocabulary of their children will be better prepared to deliver lessons that are effective in developing children's reading &amp; vocabulary.</p> <p>Buy dual language books so that pupils can access text with their parents at home and extend the reading scheme so that progression is clear and the books</p>	<p>There is a well-known 30 million-word gap and research shows that pupils with a wider vocabulary are more likely to achieve well in life. If the word gap is not reduced in primary school, the opportunities to catch up grow ever smaller. Many of our pupils have poor oral language and communication skills alongside limited vocabulary. Our data – based on diagnostic assessment tools to assess pupil's language skills such as the Bell Foundation's language assessment and Welcomm – has consistently illustrated this gap on school entry. A new vocabulary scheme linked to etymology of words and topics within our curriculum started mid-year in the academic year 2018-2019 developed vocabulary and in Y6, SATs data shows that word recognition and vocabulary were amongst the strongest areas for our pupils. We must now make this the case for all year groups so that EAL and disadvantage does not become a factor holding the pupils back from achieving more highly. Our main foci will be:</p> <ul style="list-style-type: none"> <li>• Language acquisition</li> <li>• Careful selection of key vocabulary that will be taught, linked to units within the curriculum</li> <li>• Habits of discussion and oracy a focus throughout the school</li> <li>• Specific language teaching focusing on breadth of vocabulary and depth – ability to use that vocabulary in context.</li> </ul> <p>This links to research by NALDIC and EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy)</p>	<p>Cost: Included in 3<sup>rd</sup> teachers above</p>
<p>HPA to be a target group that will be taught in interventions by the most experienced teacher in the year group for additional sessions. HPA will also start to teach others to develop their own ways of rationalising their thinking and developing depths of explanations.</p>	<p>Pupils that are High Prior Attainers struggle to maintain this throughout their school career. Reading presents the biggest issue within the school and as noted above this will be tackled whole school as reading will impact upon all subjects. HPA will be a focus both in class and in small intervention groups to enable them to make the progress that they are capable of.</p>	<p>Cost: Included in 3<sup>rd</sup> teachers above</p>

<p>Additional interventions for Year Six pupils to enable them to achieve the expected standard and to ensure that they are ready for the transition to secondary school.</p>	<p>In-school data has shown that pupils that have attended additional hours have made greater gains to catching up with their peers.</p>	<p>Cost: £5402</p>
<p>Disadvantaged pupils in Reception make more progress but attain less highly than their peers. An additional staff member will be added to the team to ensure that there are two teachers for each class. This will grant the team the capacity needed identify and target gaps in pupil attainment more precisely and regularly to close attainment gaps between disadvantaged pupils and their peers whilst maintaining high levels of pupil progress throughout the entire cohort.</p>	<p>Pupils in Reception are starting school with lower baselines each year and more children need help with self-care each year. Additional staffing will ensure that these needs can be met without distracting from teaching input. The curriculum for EY is also under review to ensure that we have a curriculum that feeds through the school thereby reducing gaps.</p>	<p>Cost: £10465</p>
<b>Total cost</b>		<p>£15,867</p>
<p><b>iv. Wider approaches – readiness to learn</b></p>		
<p><b>Action and intended outcome</b></p>	<p><b>Rationale for this choice</b></p>	<p><b>Review date:</b> Jan 2020</p>
<p>Provide a minibus and walking bus so that pupils have high attendance and are punctual.</p>	<p>If pupils are collected from home their attendance improves and they are in school on time. The school also provides a free-to-parents breakfast club to support families to enable parents to attend courses, get their children to school and ensure that all pupils are able to have a nutritious start to the day.</p>	<p>Cost: £5873</p>
<p>INSPIRE workshops, curriculum meetings, parents evenings, community days and coffee mornings are planned to</p>	<p>In the previous academic year the school introduced knowledge organisers which were provided to parents in advance of pupils starting a new topic. Parents welcomed the chance to have more</p>	

support parents to engage with their child's learning at home.	of an impact on their child's learning. Involving the parents more will enable pupils to widen their support network and achieve more.	Cost: £100
Develop enrichment opportunities within the curriculum to develop pupils' confidence, resilience and independence. Provide funding for trips / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities that stretch and nurture pupils' talents and interests.  Buy VR headsets to provide a range of experiences that would be otherwise inaccessible to our pupils.	To widen the vocabulary base of our pupils we must ensure that pupils know a little bit about a lot. To do this we need to broaden their experiences but know that a proportion of parents cannot afford for their child to join in the experience, this is damaging not only to the immediate knowledge deficit but also to self-confidence and self-esteem.	Cost: £2000
Use the pastoral team to provide mental health and well-being support through formalised programmes to support them within school and beyond. Monitored through parent classes, coffee morning attendance, after-school clubs that are PP targeted and additional enrichment opportunities.	A growing number of our pupils are reporting symptoms that can be linked to poor mental health and well-being. It is important to be able to support pupils with a range of strategies now so that as they develop and move through life they are well equipped to cope with a range of situations.	Cost: £29290
Use the pastoral team to support families to overcome socio-economic factors.	Growing numbers of our pupils are using foodbanks on a regular basis for, for parents who struggle with English, they find it difficult to access them. As a school we can help them to access the foodbank. As a school we support families that cannot afford to buy uniform.	Included in above
<b>Total cost</b>		<b>37,263</b>

## 7. Review of expenditure: previous academic year

<b>Pupil Premium Allocation</b>	£245, 520	
<b>i. High quality teaching for all</b>		
<b>Action</b>	<b>Estimated impact</b>	<b>Continue or change approach? Why?</b>

	<p>Third teacher deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.</p>	<p>Whole school attainment in RWM has risen from 52% at end of academic year 2017-2018 to 65% at end of academic year 2018-2019. Pupil premium pupils outperformed non pupil premium pupils by 15%. This is a trend since the introduction of the third teacher model.</p>	<p>Continue, impact on pupils is clear.</p> <p>Cost: £120, 912</p>
	<p>Opportunities for teachers to improve their teaching through observations, team teaching, subject specific CPD, support with planning, targeted pupil support including the writing of CAP to specifically target PP pupils.</p>	<p>Staff feedback has shown that staff feel more confident and are willing to take more risks in the classroom as they have seen a variety of approaches and the effect that these have. Subject specific CPD is valued by staff and the overall curriculum has improved with staff input to become wide and varied. Class action plans have helped to narrow gaps and extend the disadvantaged gap.</p>	<p>Continue. CPD is key to developing teachers to widen their impact on all pupils especially our most vulnerable pupils.</p> <p>Cost: £8, 211</p>
	<p>Embed the use of progression maps when planning all areas of the curriculum.</p> <p>Track pupils progress against the knowledge within different subject areas.</p>	<p>Teacher feedback shows that progress maps help them to pitch the lesson correctly for their pupils, to know what came before and what will be taught after. They have a whole-school view of the curriculum and so know the importance of what they are teaching.</p> <p>Tracking of pupils is still being trialled in non-core subjects.</p>	<p>Continue with progression maps and look at ways to track pupils and how this is recorded/ used.</p> <p>Cost: Included in third teacher costings</p>
	<p>CAPs are written to ensure that teachers focus on specific groups of pupils in every lesson to raise attainment and ensure gaps are eradicated.</p>	<p>Gaps have closed due to effective, focused provision. In all year groups, disadvantaged pupils outperform non-disadvantaged pupils for RWM combined.</p>	<p>Continue – effectively closed gaps.</p> <p>Cost: Included in third teacher costings</p>
<b>ii. Targeted support</b>			
	<b>Action</b>	<b>Estimated impact</b>	<b>Continue or change approach? Why?</b>

<p>Improve attainment of disadvantaged boys to ensure that their attainment and progress is in line with other groups across school and nationally.</p>	<p>Use of resilience programme provided by PWA gave boys much needed resilience in class; they reduced red dojos over time and scaled scores improved.</p>	<p>As PWA has gone into administration we will be using the Commando Joe scheme which is very similar to continue this work.</p>
<p>To continue to utilise the Read Write Inc phonics programme to improve the reading capacity of our underachieving pupils.</p> <p>Pupils newly arrived will have boosters to help them progress through the programme rapidly.</p>	<p>Numbers of pupils on the RWInc programme have declined rapidly through focussed intervention. Excluding newly arrived pupils, there are no longer any pupils on the programme in years 4, 5 or 6. Pupils remaining on the programme in Y3 have phonics boosters to help their progress. PSC data declined due to the large number of newly arrived pupils in Y1 during the academic year.</p>	<p>Continue with a greater emphasis on reading across the whole school to ensure that pupils can read fluently. Use the simple power of reading to bridge the gap between phonics and comprehension so that pupils achieve the expected standard in all year groups.</p>
<p>To provide targeted small group teaching to accelerate learning to ensure that pupils leave school at the expected standard.</p> <p>Additional interventions for Y6 pupils identified as needing extra input.</p> <p>Action Tutoring to target 14 disadvantaged pupils and have weekly sessions before school.</p>	<p>78% of disadvantaged pupils achieved RWM combined in Y6 compared to 76% non-disadvantaged. In reading and writing disadvantaged pupils outperformed non-disadvantaged pupils by 2% attaining 81%. In maths, non-disadvantaged pupils outperformed disadvantaged pupils by 1% at 86% attainment.</p>	<p>Continue as data shows effectiveness.</p> <p>Cost: £8235</p>
<p>Additional graduate co-teacher employed in Year Three to support vulnerable pupils across the curriculum</p>	<p>Attainment in Year Three improved between Autumn and Summer by 8%. There was a dip in Spring due to unstable staffing.</p>	<p>Over staff year group with strongest staff next year to ensure catch up.</p> <p>Cost: £6900</p>



<b>iii. Wider approaches - readiness to learn</b>		
<b>Action</b>	<b>Estimated impact</b>	<b>Continue or change approach? Why?</b>
Effective teaching, which involves accurate pitch and pace, results in a decrease in behavioural incidents.	Where teaching was good or better the pupils have clearly attained more highly and have made better progress. In these classes behavioural issues were less as shown by dojos and lunchtime detention statistics.	Continue and provide support to ensure that all teaching is effective quickly.  Cost: £26, 264
Pupils identified as having mental health needs will be mentored by a trained specialist to ensure that these pupils have the strategies that they need to be able to learn in-class. This may be individual or in small groups.	Impact has been varied. Two members of the pastoral team have been offering this support with differing impact. Through using inset to work with targeted pupils they have been able to cope in and out of class however, this does not yet reach enough pupils and the programmes used are not yet formalised.	Change approach. A fully trained counsellor is needed in school who can offer dedicated programmes written specifically for children.  Cost: £28, 683
To deploy Behaviour Lead to improve pupil engagement and behaviour for learning of more vulnerable pupil groups, and deliver enrichment activities for disadvantaged pupils	This was effective on a small scale. Behaviour Lead had specific groups for reading with boys and this was effective, these boys had less red dojos than previously and were reported as joining in the class lessons more after the pre-teach. Going beyond this was less successful.	Behaviour Lead is no longer a role in school. The school will recruit a school counsellor who will have set foci.  Cost: £12, 683
Breakfast club is provided free of charge  Mini-bus collects pupil premium pupils as do two walking bus routes	One hundred pupils now attend free breakfast club, 26 pupils are collected by minibus and 24 pupils on the walking bus. This is our maximum capacity and more parents want spaces. Attendance has improved and pp and non-pp have no attendance differential.	Continue. These pupils are in school. On time, fed and ready to learn. For many, it gives them the opportunity to talk through their concerns with an adult before school meaning that they are ready to learn when the school day starts.  Cost: £6, 416

	<p>Continue parenting classes and English classes to boost engagement across school.</p>	<p>These classes help parents to engage with the community – English classes remain the most popular and are always full with a waiting list. Parents report being able to engage with their child’s school work through the curriculum workshops that the school provides.</p>	<p>Continue – English for parents is vital to enable them to support their child’s learning at school.</p> <p>Cost: £100</p>
	<p>Providing uniform for vulnerable pupils</p>	<p>Pupils feel part of the school, parents do not face an additional burden of buying uniform when buying food is a priority.</p>	<p>Continue</p> <p>Cost: £72</p>