Pupil Premium Strategy

2020- 2021





**What is Pupil Premium funding?**

**Financial year 2020 to 2021**

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: **£1,320 for pupils in reception Year to Year 6**

Schools will also receive £2,300 for each pupil identified in the spring school census as having left local-authority care because of one of the following:

• adoption

• a special guardianship order

• a child arrangements order

• a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,300 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

*At Arundel Court, the majority of children (between 55% & 65%) are in receipt of pupil premium funding therefore this funding is used to benefit all our children.*

**Objectives for Pupil Premium Funding at Arundel Court Primary Academy**

1. The Pupil Premium will be used to provide additional educational, enrichment and emotional support to accelerate progress and raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between academic achievement and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their

educational achievement and lives.

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| **Overview of the school** | **2018/2019** | **2019/2020** | **2020/2021** |
| Total number of pupils on roll | **589 (NOR)** ( 57 Children in Nursery) | **598 (NOR)** (60 children in nursery) | **545 (NOR)** ( 67 nursery places) |
| Total number of Pupil Premium (PP) pupils | 521 pupils @ £1320(Nursery = £300) | 531 pupils @ £1320(Nursery = £300) | 537 pupils @ £1320(Nursery = £300) |
| **Total amount of funding received incl. Nursery** | **£406,840** | **£390,720** | **£404,845****Total spent £414.261** |

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**SCHOOL OVERVIEW**

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| **Metric** | **Data** |
|  School name | Arundel Court Primary Academy & Nursery |
| Pupils in school | 545 (612 with Nursery) |
| Proportion of disadvantaged pupils | 60% |
| Pupil premium allocation this academic year | £404,845 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | 01 December 2020 |
| Review date | 01 August 2021 |
| Statement authorised by | Rev. Charlotte Hetherington |
| Pupil premium lead | Diane Cook & Karen Stocks |
| Governor lead | Bev Tiller |

**DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR**

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| **Measure** | **Percentage of children who made expected progress or above (End of Spring 2)** |
| Reading | 80% |
| Writing | 81% |
| Maths | 83% |

**DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR**

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| **Measure** | **Percentage Achieving ARE (End of Spring 2)** |
| Meeting expected combined standard at KS2 | 46% |
| Achieving high standard at KS2 | 1% |

**STRATEGY AIMS FOR DISADVANTAGED PUPILS**

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Sept 23 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Sept 23 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score (X.X) | Sept 23 |
| Phonics | Achieve national average expected standard in PSC | Sept 23 |
| Other | Improve attendance of disadvantaged pupils to LA average  | Sept 23 |

**TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR**

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| **Measure** | **Activity** |
| Priority 1 | To support and enhance the catch up strategy for closing the gaps in phonics, reading, writing & maths. |
| Priority 2 | Employment of skilled IT teaching assistant to deliver and embed a digital/remote learning strategy.  |
| Priority 3 | To support and embed a systematic whole school approach for teaching reading and phonics in order to accelerate progress, including reading comprehension |
| Priority 4 | Maths team working closely with the maths hub and supporting the teaching for Mastery across all year groups through quality CPD & PDM |
| Priority 5 |  |

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| **In-school barriers** *(issues to be addressed in school)* |
| On entry to school pupils’ oral language and communication skills are lower than their peers nationally. A number of children are not ‘school ready’ on entry to school e.g. toileting, separating from parent/carer, demonstrate listening skills and interact with adults and peers. These children need additional transition arrangements to prepare them for the next stage in learning. |
| Not all staff confident and skilled with phonics delivery (NQT/KS 2 staff) |
| Covid 19 Barriers to date are:Time & space to deliver training staffing is a huge barrier because of the Covid situation e.g. class bubbles and staff absenceSpace for small group intervention due to CovidTeacher MS Teams/office 365 knowledge & confidence |
| Pupils in receipt of PP who also have significant special educational needs, some are complex and require additional SALT support. Main area of need is Communication and Interaction. |
| Pupils in receipt of PP who are mobile – e.g. join the school mid-year (last year 15% of the school population was transient). |
| Language skills in Reception are lower for pupils eligible for PP than for other pupils. Pupils in receipt of PP who have social, emotional and mental health difficulties.  |
| EAL and home language can be a barrier. |
| Boys under performance from an early start. |
| **External barriers** *(for some pupils)* |
| Compared to IMD scores at National Lower Super Output Area Level, Arundel Court Primary level of deprivation ranks within 1% of the most deprived neighbourhoods in the country |
| Pupils/family’s lack of IT devices & access to digital learning at home – to purchase 50 laptops for children to use £17,500 |
| Some parents experience difficulty in developing consistent parenting skills e.g. lack of boundaries, routines, ambition. Poor behaviour management strategies  |
| Increasing number of parents with mental health issues and the number accessing multi-agency support. |
| Upheaval and logistical challenges of new school building project (PSBP2) |
| Projected Spending: £17,500 |

**TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR**

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| **Measure** | **Activity** |
| Priority 1To support and enhance the catch up strategy for closing the gaps in phonics, reading, writing & maths.Well-being – getting children ready for learning  | * *To identify learning gaps and strategically plan how to use the catch up funding effectively to close the gaps.*
* *Purchase 14 days of EP time* **£4,000**
* *Purchase 9 hours SALT per week.* ***£11,000***
* *1-day SALT TA support per week* ***£2,340***
* *1 x Teaching assistant every p.m. delivering and managing Early Talk Boost, Beam support & Early language development in Year R.* ***£9,000***
* *Purchase 50 laptops for children to use as part of the digital strategy -* ***£17,500***
* *To appoint a phonics and reading specialist to implement a catch up plan for children who have still not grasped phonics decoding & provide high quality small group teaching and quality CPD for staff across the school.*
* *The restructured English team will review and evaluate the gaps in English to support and implement a strategic English catch up plan. For example, pre and post lesson interventions, booster classes and tuition.*
* *Educational visitors and trips purchased to support and enhance curriculum and cost to lease 3 x mini buses* ***£*40,000**
* *Deputy head teachers have committed four teaching days in Year 5 and Nursery* **£36,300**
* *Inclusion team to run breakfast club daily* **£28,000**
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| Priority 2Employment of skilled IT teaching assistant to deliver and embed a digital/remote learning strategy. | * *To develop a new IT role to support staff and prepare pupils to access the new learning platform e.g. MS Teams, website etc. Offering additional support for DP, researching and sourcing electronic devices to support DP through DfE programme* ***£*15,000**
* *School auditing DP IT needs donating laptops to most disadvantaged pupils in Year 5 & 6*
* *After school digital homework club run by Luke P* ***£2,000***
* *Match funded PCC additional laptops for disadvantaged children* ***£4,500***
* *Purchase accelerated reader programme over 4 years* ***£2,769***
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| Priority 3To support and embed a systematic whole school approach for teaching reading and phonics in order to accelerate progress, including reading comprehension | * *English CPD for all which promotes a love of reading*
* *Employment of librarian who supports the reading culture and reading clubs targeted for DP* **£23,700**
* *New Phonics expert role targeting DP in Year 1, 2, 3 & 4* **£28,896**
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| Priority 4Maths team working closely with the maths hub and supporting the teaching for Mastery across all year groups through quality CPD & PDM | * *Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations*
* *As part of the Maths Hub, the new maths team will review and evaluate gaps to support and implement a strategic maths catch up plan. For example, identifying common difficulties holding children back, pre and post lesson interventions, booster classes and tuition.*
 |
| **Projected spending** | **£204,205** |

**WIDER STRATEGIES (Welfare and Enrichment support) FOR CURRENT ACADEMIC YEAR**

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| **Measure** | **Activity** |
| Priority 1High quality inclusion support team | * *Purchase head of inclusion team 2.5 days per week*
* *Employment of four highly skilled and qualified band 6 pastoral workers*
* *Working with a wide range of professional agencies e.g. social care, police, health, LA Link worker etc.*
* *Supporting and advising parents emotionally*
* *Breakfast club*

**£104,553** |
| Priority 2Supporting emotional and welfare needs  | * *ELSA practitioner working across Year 2 to Year 6*
* *Nurture group, run by a qualified nurture practitioner and an assistant/guide dog (wagging tales) with identified Year R, 1, 2 & 3 children with emotional needs, including low self-esteem and poor behaviour self-regulating skills* **£32,582**
* *Breakfast club targets most vulnerable and DP*
* *Calm club provided and available for most vulnerable children* **£26,138**
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| Priority 3Improving Attendance for DP to be in line with National Average  | * *Purchase Fulltime of attendance/welfare/medical lead to support and encourage poor attendance of DP* **£33,008**
* *To work closely with parents and carers and develop close links with the inclusion team*
* *To work closely with a range of professionals to target and improve PA & poor attendance e.g. school nurse, health related absence nurse (HRAP)* **£6,000**
* *After school activities extend the day for many DP pupils and are heavily subsidised or free.* **£4,000**
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| Priority 4Increasing personal development, self-esteem, work ethic & attitude for Year R & 6 pupils  | * *Purchase blazer, tie and shirts for all year 6 pupils* **£2,925**
* *Purchase book and book bag for all year R pupils in readiness for school transition* **£850.00**
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| Barriers to learning these priorities address | *See barriers list above* |
| **Projected spending** | **£210,056** |

**MANAGING RISK**

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time and safe space is given over to allow for staff professional development | * *Use of INSET days and additional cover being provided by senior leaders*
* *Use of MS Teams and online CPD*
* *Safe triangulated monitoring has been timetabled across all year groups*
 |
| Targeted support | Ensuring enough time & safe (Covid secure) space to allow for 1 to 1 and small group interventions  | * *Timetabled safe work areas have been implemented*
 |
| Wider strategies | Engaging the families facing most challenges | * *Working closely with the LA and other local schools on cross-school outreach programme*
* *Close liaison with parents and inclusion team*
* *Use of zoom & MS Teams with parents and professional to ensure consistent communication and safeguarding practice.*
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**REVIEW: LAST YEAR’S AIMS AND OUTCOMES**

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| **Aim** | **Outcome** |
| Progress in Reading and Writing | Progress in Reading & writing for DP remains a challenge particularly with the current pandemic situation. However, a rigorous catch up plan is in place which is forensically focussed on core English skills. Over the autumn term 2020 a steady improvement is shown in all year groups in both reading and writing. The school is on track to reach projected targets. |
| Progress in Mathematics | Maths has currently taken a downward trend, mainly to do with lockdown and some pupil’s erratic absences. As a result, mastery will be embedded across the school, to ensure we meet the maths aim in 2020/21. Maths team are now signed up to the Maths hub and are receiving regular CPD, rolled out across the school over this academic year. |
| Phonics | No Phonics Screening Test in Year 1 2020, due to Covid. However, current year 2 achieved 71% in Dec 2020 and 90% of pupils expected to reach the standard in June 2021. More disadvantaged pupils meeting national average for all pupils by summer 2021. |
| Other | Despite the pandemic attendance in June 2020 (partial opening for Year R, 1 & 6), including vulnerable and Key Worker pupils was over 60%. We had over 70% of DP attending school after partial opening in June. This term attendance has been in line with previous attendance data at 95% and above the current LA average of 89% |
| Continue to enrich children’s school experiences by providing a wide range of outdoor learning and wider curriculum opportunities. | During lockdown and from June 1st (when the school was partially opened) children had increased opportunities for outdoor learning & play activities. This greatly supported behaviour, attitudes  |