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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| **Evaluation & Impact** | * *Intervention plans, CPD and monitoring continued throughout the summer term.*
* *Year 3 and Year 4 – Support with spelling and reading with the lowest 20% children making less than expected progress. Assessment of these children suggest they are now on track and are now making at least expected progress.*
* *Year 2 and 1 have received targeted support for children. Year 2 76% of the cohort are working at the expected standard. In year 2, 76% achieved the standard for PST (Prediction 63% based on Year 1 assessment and Year 2 autumn data)*
* *Monitoring and evaluation of all phonics provision across the school completed and plans for September are in place.*
* *Transition support offered for targeted children and CPD for all new staff.*
* *INSET day delivered by Maths Solent hub alongside maths leads– Looked at RTPs and LT overview completed for all year groups.*
* *Maths Solent hub – worked with Year 1 and 2 staff to provide bespoke mastery training. (LT and MT for autumn term completed)*
 |
| Priority 2Employment of skilled IT teaching assistant to deliver and help 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***
 |
| **Evaluation & Impact** | * *All staff have used MS Teams and have developed more confidence to use this to keep virtually connected throughout the year.*
* *Teachers have used Teams effectively to deliver remote education. The AIP in May referred to* ‘*Senior leaders, teachers and all support staff are a united, committed team who have spared no effort in providing a high-quality education for pupils both in school and at home. All stakeholders that I spoke to agreed. There is a strong sense of shared purpose and determination to provide the best for all pupils, but especially the most vulnerable.’*
* *Children from year 1 upwards have also improved their Teams skills and from Jan to March 70-75% pupils engaged with remote learning.*
* *Pupils in Year 4, 5 & 6 have had additional lessons on how to access Teams, using passwords effectively.*
* *E-Safety and safeguarding has been at the heart of the RL offer. MS Team etiquettes were set up for parents, pupils and staff. The school was proud to receive an external accreditation from NOS*
* *Since December, a high number of DfE laptops were secured (101 in total). Additional laptops were also funded to enable more children to have their own personal device. Almost three-year groups in KS 2 now have enough laptops for each pupil.*
* *Accelerated reader programme is being set up to start in September. The school librarian will deliver training for staff in the new term.*
 |
| **Priority 3**To 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**
 |
| **Evaluation & Impact** | * *Current phonics picture in Year 1 – Their new year 2 teachers will be doing the PST with them at the end of term.*
* *Current phonics picture in Year 2 - In December 55 children (69%) ‘met the standard’ in the phonics test. 25 pupils retook the PST but only 6 pupils passed. In total, 76% of the cohort are working at the expected standard.*
* *A recent reading review reported that ‘Reading is not restricted to phonics lessons and guided reading activities. It is threaded through all aspects of the curriculum. For example, on return from lockdown books were used to help nurture pupils’ mental well-being. There is now a renewed focus on reading for pleasure.’*
* *Teachers and support staff have become experts in the teaching of phonics. This is in large part down to the support and training provided by the leader of phonics. In all lessons visited during the reading deep dive staff observed ‘demonstrated a completely consistent approach to the teaching of phonics.’*
* *The recent reading deep dive in May picked out lots of positives around the love of reading and the impact of having a 0.8 librarian in school. For example, ‘the library is richly resourced and teachers use it as an invaluable resource to help pupils develop a love of books, authors and reading.’*
* *Pupils have had opportunities throughout the year to get actively involved with local and national book events e.g. Y5 book awards, Virtual authors this year have included Tom Palmer, Michael Morpurgo which the children have loved - Summer reading challenge has been promoted*
* *Our AIP commented in the reading deep dive report that ‘older pupils are interested in others’ choices of books and are not afraid to ask questions. When talking about favourite books and authors, none mentions the old ‘chestnuts’ of Dahl, Wilson and Walliams, but had chosen other contemporary authors. They are extremely appreciative of the library and the librarian and love visiting it. If they look for a book that is not in the library, then it is ordered for them. This helps to keep the library vibrant and contemporary. It helps pupils to take a lead in deciding what books they want to read.’*
* *Library use data (autumn & summer term)- see GC for this.*
* *Accelerated reader set up and CDP provided for staff to start in Sep. This will support the teaching and assessment of reading throughout KS2.*
 |
| **Priority 4**Maths 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.*
 |
| **Evaluation & Impact** | * *The impact is linked closely with the* [*catch up plan*](file:///R%3A%5CCATCH%20UP%20PLAN%5CTrust%20COVID-19%20Catch%20Up%20Statement%202020.2021%20Evaluated.docx)*.*
 |
| **Projected spending** | **£204,205** |

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

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| **Measure** | **Activity** |
| **Priority 1**High 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** |
| **Evaluation & Impact** | * *Since the full opening in March some pupils with additional needs have struggled with the transition back to larger class sizes again. Tailored sessions to meet the needs of our most challenging children are in place. An example of this is a personalised programme, led by a member of the inclusion team to support 7 challenging year 5 pupils.*
* *Regular fortnightly contact with LA link worker has continued to keep eyes on the most vulnerable pupils in school. This has been successful in targeting persistent absence, chronic attendance and persistent lates. This strong partnership has continued since March 2020. This helped to identify pupils involved with EHW and social care, who were under the radar. Improved communication between schools and other professional agencies.*
* *The team works tirelessly to develop professional partnerships e.g. with MHST, YOT, PCSO, CAMHS. Social care (MASH), police etc.*
* *Breakfast club offer has been much smaller than usual due to the pupil mixing restrictions and the deployment of staff at the beginning of the day. Breakfast club has been allocated on a needs led basis this year.*
* *High percentage of EHCP pupils attended school during the lockdown - 12/13 (92%). They thrived in small class bubbles because they were given more pupil support. They were happy and continued to make good progress both academically and socially.*
* *The Inclusion team provides interventions allowing children to express emotions and feelings. Emotional and social needs are also given sensitively to parents and carers. Approx 50% of the inclusion team time is allocated to supporting, advising and counselling parents/carers. This work impacts on the wellbeing of the pupils and parents.*
 |
| **Priority 2**Supporting 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**
 |
| **Evaluation & Impact** | * *Fulltime ELSA support worker offers a consistent approach to targeted pupils. Over the year she has worked with 35 pupils of which 19 have moved on successfully, with no further intervention required. Two pupils have moved on due to other interventions (nurture provision and daily SALT)*
* *Nurture provision – 24 pupils have accessed this provision (autumn & summer term). All staff and parents have described the positive impact on their child’s behaviour and attitudes to learning at home and at school. Nurture team have reported more pupil resilience, improved communication and confidence resulting in reduced attachment to adults, therefore showing increased independence. An amazing resource, which helps to improve trust and relationships through expert adult role modelling.*
* *Calm club has faced many challenges this year because of all the covid restriction. However, this provision has been available and more targeted and controlled than usual. The focus has been on year 5 & year 3 due to poor peer relationships.*
 |
| **Priority 3**Improving 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**
 |
| **Evaluation & Impact** | * *Attendance, since March (full return) has been consistently (95/96%) at least in line with the national average.*
* *Consistent approach to PA and any chronic absence and poor punctuality has been swiftly addressed by the attendance lead. Attendance for PP for the 2020/21 year is: 94.4% compared to non-PP pupils at 96.4%*
* *Only three FPN have been issued for this academic year. There are a range of successful stories, communication which reflect strong joined up partnership work e.g. with the pastoral team, staff, EHA. The SAT supported the school to continue to help communicate and return a child who was stuck abroad during and after lockdown. The attendance lead and staff know the children well and have positive relationships which helps prevent poor attendance. The introduction of a FTPN warning (28 days to improve)*
* *HRAP improves early help has been invaluable – able to be consistent, face to face drop ins, staff have referred families all positive, no negatives*
* *Challenge is PA, look at educational of school, parent aspirations*
 |
| **Priority 4**Increasing 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**
 |
| Evaluation & Impact | * *Improved Year 6 behaviour, self-esteem and attitude. There is a sense of pride, equality and development of maturity right from the start of year 6.*
* *Year R loved the book as it was related to their teacher’s favourite book, which was advertised virtually through lockdown. Giving the children these books when they started school really helped with securing relationships and connecting much earlier with the staff.*
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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  |