

# Pupil premium strategy statement- Arundel Court Primary Academy & Nursery

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2021 to 2022 academic year) 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	Arundel Court Primary Academy & Nursery
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	63% (338 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021- 2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023 (July 2022 yearly interim reviews)
Statement authorised by	Karen Stocks (Headteacher)
Pupil premium lead	Kirsty Dixon & Anitha Venugopal (Deputy headteacher)
Governor	Susannah Smith (PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£435,780
Recovery premium funding allocation this academic year	£48,575
School Led Tutoring Programme	£40,703
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	£525,058

## Part A: Pupil premium strategy plan

### Statement of intent

Amongst our ward within Portsmouth, deprivation is high and many local factors provide complex barriers for our families. Over half of our community are disadvantaged and in receipt of some sort of financial support. Worryingly, for many of our families, work is not a route out of poverty, rather, for them low-paid work is a route into poverty. For these 'just about managing' (JAM) families work simply does not always pay the bills. The majority of families live in rented, housing association properties, including a very small proportion living in privately rented accommodation, where housing is vulnerable and increased rental costs becoming an increasing barrier our families face. Child poverty impacts on children's ability to enjoy their childhoods and achieve their aspirations.

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.

The single most important thing we strive to do is understand the individual needs and barriers for our most disadvantaged children and their families. We truly believe that relationships are the single, most important intervention that some children and families benefit from, making generic assumptions about poverty is damaging.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This sits alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Our Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To develop confidence in their ability to communicate effectively in a wide range of contexts.
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have.
- To ensure disadvantaged children have access to a broad and balanced curriculum.
- To ensure our disadvantaged children receive the pastoral and emotional support they require and to develop their resilience.

## **Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils (DP)

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Children enter Early Years at low starting points and childrens' oral language, social development 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, have poor listening and interaction skills with adults and peers. This year it has been recognised that the pandemic has had a direct impact on our most youngest children's social skills e.g. Health Visitors, limited or no appointments to get professional help resulting in many children being flat/housebound for months on end. Many children have needed additional transition arrangements to prepare for the next stage in learning.

	A higher than average number of children in Year R & year 1 are silent, introverted and 8 children are selective mutes, making it a tremendous challenge to assess ability needs and next steps.
2	<p>Fluency, word knowledge and comprehension skills have not developed in line with phonics outcomes in KS1 and need further development in KS2. Some children lack oral proficiency, have a limited range of vocabulary or find communicating and social interaction challenging.</p> <p>Across the curriculum, but mainly in core subjects, mastery and deepening new concepts, skills and knowledge is a challenge for our most disadvantaged pupils. Lack of life experiences and practice is holding them back and preventing them from making connections across the curriculum.</p> <p>In addition children lack stamina for sustained learning, particularly in writing.</p>
3	EAL and home language is a noticeable barrier this year and many year R & year 1 children have added SEN needs.
4	Boys under perform in reading and writing from an early start. Boys, particularly disadvantaged boys, compared to non-PP underperform and in some year groups there is a significant gap.
5	<p>A high proportion of disadvantaged pupils have complex needs such as social, emotional needs, low attendance, unstable housing, living in poverty or special educational needs.</p> <p>This can affect pupils' attitude, behaviour, concentration, emotional stability and ability to fully engage with school and learning. Emotional needs have increased this year and more children are exhibiting low moods and even signs of depression. This mirrors the increasing number of parents who have mental health issues and the increased number of families accessing multi-agency support. All too often, children from the least fortunate backgrounds have been exposed to less cultural enrichment, as there is less financial/social capital.</p>

6	Parental Engagement is a barrier to some children's learning. Many families work hard to support their children's home learning despite barriers, such as a lack of resources, including digital devices to support home learning. More parents, for a variety of reasons (covid fallout, bereavement, financial worries, illness, financial hardship, poor housing etc.) are experiencing increased difficulties in managing children's poor behaviour at home and embedding routines and boundaries. The pastoral team are supporting over 100 families who are living in crisis or severe hardship.
7	Children have poor retention of maths skills, especially where they haven't had the repeated practice during school closures and where the mastery approach has not yet embedded in KS 2

## 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.

1. Intended outcomes (also linked to J2E)		Success criteria
1	Appointed in-house Speech and language specialist to complete a targeted SAL programme for our EYFS & Year 1 children with language difficulties.	<ul style="list-style-type: none"> <li>Children speaking clearly and have more conversations with peers and adults are at an age appropriate level. Children are more easily understood and they are able to express themselves with more confidence.</li> <li>Improved social skills to communicate with their peers.</li> </ul>

2	Children will make expected progress in reading to extend and broaden their vocabulary. The curriculum is designed and planned to ensure that children are engaged and motivated through hooks, purposeful and first hand experiences. Children will be exposed to a variety of quality and diverse texts. Reviewing and changing the pedagogical practice which will increase children's stamina for sustained learning and writing.	<ul style="list-style-type: none"> <li>• <i>Disadvantaged pupils with SEND make good or better progress from their starting points.</i></li> <li>• <i>The curriculum's intent and implementations are embedded securely across the school.</i></li> <li>• <i>All teachers and leaders use feedback and assessment effectively to support and embed learning further.</i></li> <li>• <i>The curriculum is well planned, sequenced and well-remembered.</i></li> <li>• <i>Increased % of number of PP children back on track – evidence from school's in-house tracking system, pupil progress meetings and pupil's books.</i></li> </ul>
3	EAL children, particularly the most disadvantaged will make good progress because language needs will be identified earlier and will be well supported in class.	<ul style="list-style-type: none"> <li>• <i>EAL pupil needs receive additional support through the EMAS service.</i></li> <li>• <i>Teachers and support staff receive training to support EAL pupils and differentiate planning to ensure they can access the curriculum and build on successes.</i></li> </ul>
4.	The gender gap will be significantly reduced over the next 2 years with the aim of boys being closely aligned with girl's attainment by the end of KS 2.	<ul style="list-style-type: none"> <li>• <i>Gender gap is narrowed and in line with national average.</i></li> <li>• <i>An improvement in the boy's attitudes towards reading and writing.</i></li> <li>• <i>Interventions are research proven, adults are properly trained to deliver them effectively and timely interventions are carefully tracked to ensure they are delivering the intended impact.</i></li> </ul>

5	<p>Well-being will take centre stage within the school community and address needs of children, staff and parents. A well-being charter and action plan will be written and shared.</p> <p>School values and strapline will be collectively reviewed by the school community, which will be launched in January 2022.</p> <p>The curriculum offer, beyond the academic, will be re-introduced and extended for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• <i>Children are happy and feel safe in school. All children respectfully sign up to the school values.</i></li> <li>• <i>Protect topic, PSHE and assembly time.</i></li> <li>• <i>Ensure that the core and the wider curriculum offers children opportunities to practice learning habits, practice and consolidate new skills, concepts and knowledge.</i></li> <li>• <i>In KS 2 individual school devices are used effectively to practice, reinforce and rehearse a blended learning offer at home</i></li> <li>• <i>Offer wider curriculum enrichment including clubs, trips, and experience days.</i></li> <li>• <i>Offer financial assistance to educational visits and residential.</i></li> </ul>
6	<p>Parents and carers will feel supported and will be skilfully guided to find help to meet their needs.</p> <p>Parent workshops and training will be offered or signposted, to help parents back into the world of work, to improve parenting skills or develop self-confidence e.g. IT skills, phonics workshops, money management, Triple P</p>	<ul style="list-style-type: none"> <li>• <i>Parents feel more empowered and confident to be more involved with their children's education and learning.</i></li> <li>• <i>Parents have opportunities to successfully complete family learning activities</i></li> <li>• <i>More parents to engage with school based systems e.g. study bugs, scopay, marvellous me app and tapestry programme etc.</i></li> <li>• <i>Children engagement with reading will improve and reading outcomes across the school will improve.</i></li> <li>• <i>Core skills will improve because more children are completing home learning activities.</i></li> </ul>
7	<p>All pupils to make better than expected progress in maths and to embed a maths mastery approach across the school</p>	<ul style="list-style-type: none"> <li>• <i>All pupils will make expected progress</i></li> <li>• <i>All DP to make better than expected progress, to catch up and to be at least in line with the national average for end of Key stage 2</i></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: **£158,580.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time teaching assistants in every class.</p> <p>TA interventions to take place focusing on misconceptions in lessons and providing early bird (pre-school' activities) where possible.</p> <p>School PAN is 80 but organisation is based on 3 form entry (90) but due to high PP numbers</p>	<p><i>Education Endowment Fund (EEF) shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</i></p> <p><i>We have used same day interventions for core subjects previously and there is clear evidence of progress in their books when using this approach so will continue.</i></p> <p><b>EEF key for reference:</b></p> <div>  <i>Implementation cost</i>  <i>Evidence strength</i> + or - <i>Impact (months)</i> </div> <p><b>Teaching Assistant Interventions</b></p> <p>Moderate impact for moderate cost based on moderate evidence</p> <div>            </div>	1, 2, 4

we operate as a 3 form entry school.		
4 x TA 2hrs – per week for 30 weeks		
In-house SALT support & CPD for all	<p><i>Research shows that vocabulary (particularly tier 2 vocabulary) needs to be the focus if you want to improve children's learning as it is vocabulary that is transferrable across the curriculum.</i></p> <p><i>The EEF shows that oral language interventions have a very high impact on progress, based on extensive evidence.</i></p> <p><i>Communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers</i></p>	1, 3, 4
<p>Early Talk Boost/speech therapy - 3 days TA support</p> <p>Other activities such as, Early Talk Boost, Jiggy Wrigglers and Debutots have been bought in to improve speech and language in EYFS.</p>	<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <div>    </div>	1
Early years quality support, including 2 year old provision &	<p><i>Evidence shows that children who have attended our nursery are settled and make better progress compared to children who have attended other pre-school settings when they enter Year R</i></p>	1,2,3 & 4

a 0.8 nursery teacher 0.6 phonics/early reading teacher		
Educational psychologist - 14 days purchased	<i>Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support</i>	1,3 & 4
<p>Maths team working closely with the Solent Maths Hub to develop a mastery approach.</p> <p>The maths team to be released 6 time PA and bespoke CPD for Y3 &amp; Y5 teachers throughout the year. 25 days CS/teacher cover.</p>	<p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p> <p><b>Mastery learning</b> High impact for very low cost based on limited evidence</p> <div>    </div>	7







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

Budgeted cost: £173,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small tuition groups - (in-house tutors)	<p><i>The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i></p> <p><b>Small group tuition</b></p> <p>Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £    £ £ £ £ £    +4</p> <p><b>Mentoring</b></p> <p>Low impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £    £ £ £ £ £    +2</p>	2 & 4
Teachers to work with children weekly to look at next steps in their writing through pupil conferencing	<p><i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i></p> <p><i>EEF – providing feedback is well-evidenced and has a high impact on learning outcomes.</i></p>	2 & 4
Continuing to develop the new IT support role to enhance the digital offer and support staff with any MST training and driving	<p><a href="https://www.stlouised.org/open-vault/2018/november/impact-of-digital-divide">https://www.stlouised.org/open-vault/2018/november/impact-of-digital-divide</a></p> <p><i>'Those who find themselves on the wrong side of the digital divide—including low-income people, those with less formal education, rural populations, the elderly and older workers, and minorities—suffer further economic, social, health, and political disparities resulting from disconnection.' We do not want our children to be disadvantaged further due to lack of technology, and also understanding of technology.</i></p>	4 & 6

<p>the blended learning offer.</p> <p>All pupils in KS 2 will have their own school laptop and staff training to introduce and embed consistent home learning opportunities, with pupils using their school laptops.</p> <p>Introduce 'After school digital homework club' for targeted DP</p> <p>Purchase 20 laptops for children to use as part of the digital strategy and blended learning offer in year 3.</p> <p>Continue to develop a strong parental engagement and partnership through quality digital newsletter, online</p>	<p><i>Providing devices throughout lockdown had a positive impact on the levels of engagement from our families at home.</i></p> <div data-bbox="427 756 580 785"> <p><b>Homework</b></p> </div> <div data-bbox="427 802 810 842"> <p>High impact for very low cost based on very limited evidence</p> </div> <div data-bbox="907 772 1227 825"> <p>£ £ £ £ £</p> </div> <div data-bbox="1321 772 1639 825"> <p>🔒 🔒 🔒 🔒 🔒</p> </div> <div data-bbox="1778 766 1859 831"> <p>+5</p> </div>	
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tutorials and general lines of communication	<p><i>We have over 2000 followers on the schools' social media page, which includes twitter, Facebook, YouTube and Instagram and we want to continue to exploit the digital platform to engage parents with school life and children's education.</i></p> <p><i>EEF – Parental engagement has a positive impact on average of 4 months additional progress</i></p>	
<p>Boosters in maths taught by online tutors and targeted at children's specific needs using diagnostic assessment.</p> <p>Continuing to Use Third learning space (NTP) Maths online tutoring - 30 hours for 45 pupils in Y4, Y5 &amp; Y6</p>	EEF – small group tuition has average impact of four months' additional progress over the year	2
0.6 fourth Year 6 teacher	<p><i>The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i></p>	2, 4 & 5
Employment of a 0.4 teacher to support recovery work & tutoring in Y3 & Y5	<p><i>The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i></p>	2 & 4

TA/Teachers trained as in-house tutors £9216 (TBC)	<b>One to one tuition</b>    <small>High impact for moderate cost based on moderate evidence</small>	2 & 4
<p>Employment of a 0.8 school based librarian.</p> <p>Purchased accelerated reader programme over 4 years.</p> <p>High quality texts in class used in guided reading, across the curriculum and in our library.</p> <p>Continuing to build up a diversity of texts.</p>	<p><i>The Centre for Literacy in Primary Education states that ‘the use of high quality books within the reading curriculum is at the heart of a school’s successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.’</i></p>	1, 2 & 4
Continue to develop the 0.6 phonics and reading specialist teaching role across the school and to lead on the systematic reading and phonics recovery programme	<b>Phonics</b>    <small>High impact for very low cost based on very extensive evidence</small>  <p><i>EEF- reading comprehension strategies are high impact – on average +6 months additional progress over the year</i></p>	1 & 2




<p>Purchase more phonetically decodable books in class used in guided reading, across the curriculum, in our library and at home</p> <p>Regular non-contact time planned for the English team to successfully implement a strategic English catch up plan.</p> <p>Continue to develop pupils' higher-order reading skills in KS 2</p>	<div> <div> <p><b>Reading comprehension strategies</b></p> <p>Very high impact for very low cost based on extensive evidence</p> </div> <div> <div> <p>£</p> </div> <div> <p>£</p> </div> <div> <p>£</p> </div> <div> <p>£</p> </div> <div> <p>£</p> </div> </div> <div> <div> <p>🔒</p> </div> <div> <p>🔒</p> </div> <div> <p>🔒</p> </div> <div> <p>🔒</p> </div> <div> <p>🔒</p> </div> </div> <div> <p>+6</p> </div> </div>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £235,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>The Inclusion team, offer high quality pastoral support</b></p> <ul style="list-style-type: none"> <li>• Employment of four highly skilled and qualified band 6 pastoral workers</li> <li>• Lego therapy, social groups and Circle of Friends</li> <li>• Working with a wide range of professional agencies e.g. social care, police, health, LA Link worker etc.</li> <li>• Supporting and advising parents emotionally*</li> <li>• Subsidised breakfast club places for disadvantaged children and children with poor attendance.</li> <li>• Well organised calm club at break times is available</li> </ul>	<p><i>Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support.</i></p> <p><i>As a large school, weekly meetings have ensured that high levels of our pupil needs are clearly understood by the wider pastoral team, including teachers.</i></p> <p><i>Gov guidance Breakfast Clubs Programme 2021-2023 states that ‘the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’</i></p> <p><b>Behaviour interventions</b></p> <p>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £    🔒 🔒 🔒 🔒 🔒    +4</p>	5 & 6

<p>for most vulnerable/troubled pupils</p> <ul style="list-style-type: none"> <li>Inclusion meetings with pastoral team</li> </ul>		
<p><b>Full time attendance, welfare &amp; medical officer</b> Key role who works closely with the 'Health Related Absence Nurse' (1 day per week). This role is aimed at improving poor attendance and reducing the number of pupils with persistent absence.</p>	<p><i>Having an attendance officer &amp; a HRA Nurse has developed strong relationships with the children and families and we have seen improvements in the attendance of individual children, who have historically chronic attendance. PA have reduced since we have had a fulltime attendance officer and we wish for this to continue, especially as we're still living in a pandemic and attendance can quickly change if strong and consistent communication is missing. From our own experience in school, having good communication with families improves their attendance and learning in school.</i></p> <p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence</p> <div>    </div>	5&6
<p><b>Nurture provision</b> with two accredited staff planning and delivering a bespoke nurture package for small groups of children (from Year R to Year 3) who are struggling to access the curriculum because of emotional and social barriers.</p> <p>The employment of the 'Waggin tails' provision supports the nurture</p>	<p><i>Many of our disadvantaged children have high emotional need and having a regular nurturing session helps to provide our youngest children the opportunity to de-regulate and provide targeted and tailored emotional and pastoral support in very small groups. Our successful rate with re-integration and improved socialisation is exceptional and we wish to keep this important provision available for our neediest children. The earlier intervention is more effective e.g. Year R to Year 2.</i></p>	1,5 & 6

provision and inclusion agenda because Dan & Skye (guide dog) helps personal development and confidence.		
<p>Providing a tie and prestigious blazer for Year 6 with the aim of increasing a sense of pride, improved work ethic and behaviour for learning.</p> <p>Purchasing a book and book bag for all year R pupils in readiness for the transition into school.</p>	<p><i>We notice that Year 6 pupil's behaviour and attitude changes dramatically when they wear their blazer and tie. Other children are restful and year 6 take their school roles and responsibilities more seriously. They are studious and business like in class and this is why we wish to continue with this. Our recent Ofsted 19/20<sup>th</sup> October reported that 'pupils are respectful and kind towards each other'.</i></p> <p><i>Our youngest children love receiving a book and a book bag and this really gives them a sense of belonging and instant connection to school life as well as valuing the love of books at such an early age. Many of DP will not have many or any books at home.</i></p>	<p>1, 2, 5 &amp; 6</p> <p>1,2,3,4 &amp; 5</p>
<p>ELSA practitioner working across Year 2 to year 6. She provides much needed emotional and personal support for pupils with low self-esteem and poor self-regulation skills.</p> <p>ELSA one to one support</p>	<p><i>Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top of the academic support they receive in class or through TA interventions.</i></p> <p><b>Metacognition and self-regulation</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <div> <div>      </div> <div>      </div> <div>  </div> </div>	1, 5 & 6
<p>Employment of a sports coach at lunchtime to improve fitness and social skills</p>	<p><b>Physical activity</b></p> <p>Low impact for very low cost based on moderate evidence</p> <div> <div>      </div> <div>      </div> <div>  </div> </div>	1 & 5

Yoga/mindfulness afterschool club – for children & staff		1
Visitors, trips and other experiences to be planned throughout the curriculum to enhance children's cultural capital and improve tier 2 vocabulary * £8.000	<i>Many of our disadvantaged children do not have the experiences, which will help with social mobility, and Ofsted have identified this as a key area in their judgements of schools' effectiveness.</i>	1, 2, 3 , 4 & 5
Two mini buses purchased on a lease agreement	<i>This allows children to visit places beyond their immediate locality and experience a broad and balanced curriculum, including activities they would not access e.g. theatre trips, swimming, residential visits etc. Our evidence is clear that these rich first hand experiences support and build on children's vocabulary, offer healthy life choices and support 'sticky knowledge' enabling learners to know more and remember more. Often this translates into their writing and communication skills.</i>	1, 2, 3, 4 & 5
Heavily subsidised (or free) after school clubs, which are targeted for the most vulnerable children	<i>Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i>	1 & 5

**Total budgeted cost: £ 567,511.16**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Due to COVID -19, performance measures have not been published for 2020 to 2021, and 2020/21 results will not be used to hold schools to account.

#### Desired Outcomes for 2020/21

<b>Priority 1</b>	To support and enhance the catch up strategy for closing the gaps in phonics, reading, writing & maths.
Evaluation & Impact	<ul style="list-style-type: none"><li>• <i>Intervention plans, CPD and monitoring continued throughout the summer term.</i></li><li>• <i>Year 3 and Year 4 – Received 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.</i></li><li>• <i>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)</i></li></ul>
<b>Priority 2</b>	Employment of skilled IT teaching assistant to help deliver and embed a digital/remote learning strategy.
Evaluation & Impact	<ul style="list-style-type: none"><li>• <i>All staff have used MS Teams and have developed more confidence to use this to keep virtually connected throughout the year.</i></li><li>• <i>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.’</i></li><li>• <i>Children from year 1 upwards have also improved their Teams skills and from Jan to March 70-75% pupils engaged with remote learning.</i></li><li>• <i>Pupils in Year 4, 5 &amp; 6 have had additional lessons on how to access Teams, using passwords effectively.</i></li><li>• <i>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</i></li></ul>

	<ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>
<b>Priority 3</b>	To support and embed a systematic whole school approach for teaching reading and phonics in order to accelerate progress, including reading comprehension
Evaluation & Impact	<ul style="list-style-type: none"> <li>• <i>Year 2 - 76% of the cohort are working at the expected standard at the end of the year.</i></li> <li>• <i>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.'</i></li> <li>• <i>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.'</i></li> <li>• <i>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.'</i></li> <li>• <i>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</i></li> <li>• <i>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.'</i></li> </ul>
<b>Priority 4</b>	Maths team working closely with the maths hub and supporting the teaching for Mastery across all year groups through quality CPD & PDM
Evaluation & Impact	<ul style="list-style-type: none"> <li>• Established small group maths interventions for disadvantaged pupils falling behind. Assessment against the ready to progress statements have shown that children have made at least expected progress.</li> <li>• Bespoke Year R maths hub mastery CPD and support has been successful. 70% of children working at ARE.</li> </ul>

**Please see our COVID catch-up plan 2020-21 for further information on how we have allocated additional funding.**

#### **Recovery Funding 2020-21**

<b>Priority</b>	<b>Activity</b>	<b>Projected Spend</b>	<b>Actual Spend</b>
<b>Priority 1</b>	Pastoral, behaviour and inclusion support team.	£0	£0
<b>Priority 2</b>	Specialist phonics and reading teacher. Tutoring and booster groups. Summer Term funding £6000 to be used for tutoring groups of children & to fund maths (TSL) as identified through the National Tutoring Programme (NTP) website	£24,080  £6000	£24,080
<b>Priority 3</b>	Pompey Pirates.	£4,500	£4,500
<b>Priority 4</b>	Immediate and rapid intervention (Bounce Back Intervention) carried out by teacher or cover team. Employ fourth teacher (0.6) to provide catch-up curriculum in Year 5 (this didn't happen due to Lockdown)	£10,000  £8,000	£24,500 due to Lockdown 3 was used to buy laptops to support the catch up and blended learning.
<b>Actual allocation   £42,800</b>		£52,580	£53,080

## 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
Third Learning Space	NTP
Literacy Hub – ‘Pompey Pirates’	
Time tables Rockstars	TT Rockstars
Bug Club	