



Ark Dickens Primary Academy

Pupil Premium Strategy Statement

2021-22

Document created: December 2021



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ark Dickens Primary Academy
Number of pupils in school R-6	380
Proportion (%) of pupil premium eligible pupils	213/380 (56%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22
Date this statement was published	15 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Magliocco, Regional Director, Ark
Pupil premium lead	Laura Berry (Head of School)
Governor / Trustee lead	Katie Oliver (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,795
Recovery premium funding allocation this academic year	£30,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£314,390

Statement of Intent

The mission of Ark is to ensure that all children, regardless of background, leave school with genuine choices in how they shape their future. As an Ark school, we share this aim and recognise our responsibility to do all we can to enable children leave our school secondary ready. As a school with over 50% of pupils eligible for Pupil Premium, we recognise the importance of spending this funding in areas that will help to close the attainment gap and ensure that there is equality of opportunity regardless of background.

The school prioritises the funding to support all pupils in receipt of Pupil Premium funding who are either under-achieving or in danger of under-achieving and to raise aspirations. 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”.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.

Children at Ark Dickens are mainly from a deprived social and economic background with many parents out of work and in receipt of benefits or in low paid unskilled work. The area ranked 510 out of 32844 in England and is amongst the 10% most deprived neighbourhoods in the country. The school has a Lower Super Output Area level graded as A* (above the 95th percentile- very deprived). The school's rank for IMD based upon the geocoded city pupils Lower School Output areas was 1 out of 49 (where 1 is the most deprived). Ark Dickens Primary Academy is the most deprived primary school in Portsmouth.

The academy draws on research evidence (such as the [Sutton Trust Toolkit](#)) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

Evidence Base

In June 2019, the EEF published their guide to the [Pupil Premium](#) with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- A. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- B. The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.
- C. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every

class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

At Ark Dickens, we also believe that knowledge acquisition and access to a broad, experiential curriculum are also vital in ensuing success.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils generally start their education with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently
2	Pupils' attendance is not in line with national and persistent absence is above national data for PP children
3	Limited enjoyment of reading both within and beyond the school day
4	Pupils and families with disadvantage can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital
5	Pupils with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children
6	Pupils with multiple vulnerabilities (PP and SEND) have additional barriers to learning and require support to build their readiness for learning for life
7	Pupils do not achieve as well(slow progress) as they could by the end of KS2, especially those with PP – the gap needs to be narrowed

In addition to the above, during school closure the attainment gap between PP and non-PP pupils widened and the full effect of lockdown on disadvantaged pupils' social and emotional wellbeing is still being uncovered.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure ≥90% of pupils pass the Phonics Screening Check	Three-year increase in the Y1 pass rate with pupils achieving in line with national expectations by the third year of implementation
Reduce the gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving ARE standard
All pupils (without other complicating factors) reading below 6 months of chronological age make 16 months progress	Benchmark, NGRT and inhouse tracking data indicates that pupils are successfully moving through the book bands and are working towards becoming fluent confident readers in preparation for KS2
Pupils are able to self-regulate and manage emotions in appropriate way	In house progress data shows children engaging with learning and learning for life
Pupils have a breadth of experiences that enable them to contextualise their learning	Our curriculum provides pupils with exciting, varied and knowledge rich learning. We plan a

Intended outcome	Success criteria
	<p>range of visits and experiences to inspire and enhance the learning. Children are exposed to a wide range of social, cultural and sporting experiences within and outside the school day</p> <p>PP children engage well with enrichment opportunities</p> <p>Pupil voice shows a greater understanding of the world around them</p>
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year.

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: £82000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and co-teachers through Phonic Lead teacher</p> <p>Deliver and embed reading Signature Strategies from 2021-21 to improve the quality of teaching through targeted training</p>	<p>Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2</p> <p>Early reading success is linked to reading for pleasure</p> <p>EEF Phonics High impact for very low cost based on very extensive evidence</p>	1, 3, 6, 7
<p>Develop a high-quality oracy education for every child: Voice 21</p>	<p>Pupils' confidence and vocabulary impacts on their understanding of the wider world.</p> <p>EEF Oral Language Very high impact for very low cost based on extensive evidence</p>	1, 4, 7
<p>Teaching and Learning Lead out of class full time to provide:</p> <p>High quality professional development opportunities through weekly co-planning and coaching</p> <p>Facilitation of weekly coaching programme for teachers and co-teachers</p>	<p>EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.</p> <p>EEF Feedback Very high impact for very low cost based on extensive evidence</p>	1, 3, 6, 7

Implementation of the Great Teacher Rubric: high-quality coaching development for all teachers		
Sendco to support bespoke provision and targeted interventions once a week		
Staff CPD	High quality staff CPD is essential to follow EEF principles. All staff to lead effectively are released once a term.	1,3,5,6,7

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

Budgeted cost: £ 138000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regional Inclusion support offer from Ark – 5x days of SALT support + NELI/Talk Boost	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
National Tutor Programme to close the gap on missed learning	Covid related disruption has had a considerable impact on outcomes, especially in 2021.	3,7
Speech and Language Therapist to screen all children on entry and bespoke programme put in place for S&L TA to provide intervention daily	Upon entry most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently. 27 % of disadvantaged children access SALT in Reception	1,6,
Provide bespoke interventions using HLTAs Using digital technology to improve learning: Lexia/TT Rockstar/Mathletics Literacy Hub intervention for writing engagement	EEF research shows that technology offers ways to improve the impact of pupil practice, both inside and outside the classroom. Technology can be motivating and engaging and increase the accuracy and speed of assessment.	1,3,7
Additional time from Educational Psychology Service (30 days during 21-22 academic year)	Post lockdown, not only do we have increased need (particularly in our EYFS) that requires professional assessment, but we also aim to use the Ed Psych service to develop staff competence and confidence in planning and delivering effective provision	1, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds and those with multiple needs (including SEND)	
Rapidly close the provision gap to enable all pupils to read at or above their chronological reading age: 100% of pupils more than 2 years below chronological reading age receive an intervention Recruit additional teacher for 0.7 for duration of spring and summer term	The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy. Teacher led interventions can have greater impact because the planning and assessment for learning opportunities are responded to immediately.	1, 3, 6, 7
Provide targeted support and personalised provision for SEND pupils who are also PP. To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.	There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support. Where pupils have more than one vulnerability (SEND and PP) the gap between the cost of one-to-one support and SEND funding is allocated to these pupils. Research shows that personalised provision best meets pupils' needs.	5, 6, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £95000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer (0.8) to support families in attending school	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.	2, 5
To ensure all children have access to a healthy breakfast and an opportunity to start their day in a positive environment To provide a positive start to the day by running a funded Breakfast club	Research shows hungry children do not perform as well. Reduced lateness Improved behaviour for learning particularly in the mornings as a result of a positive start to the day	5
To increase self-confidence and well-being of identified pupils To part-fund the Pastoral Team and Well being Lead to support children and families with developing attendance, behaviour and self-esteem	Pupils are more independent in the choices that they make regarding their behaviour Parents understand the way their child's behaviour is supported in school and home/school links are strengthened.	4, 5, 6

<p>Pastoral Support Team support all aspects of pupil behaviour and welfare with individual meetings, one to one and group support, meetings with parents and outside agencies</p>		
<p>Provide enrichment opportunities to supplement the curriculum: trips, visits, talks, subscriptions, etc.</p> <p>To ensure all pupils have a wide variety of rich experiences.</p>	<p>Equality of opportunity through providing access for families with challenging financial constraints. It is essential for their own well-being that the experience different settings and experiences before writing about it.</p> <p>Y6 residential to PGL</p>	<p>4, 5</p>
<p>To ensure all children feel pride of the school and feel like they belong by supplementing cost of the uniform</p>	<p>Equality of opportunity through providing access for families with challenging financial constraints</p>	

Total budgeted cost: £315000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

Phonics

	Target	Actual
Year 2	65%	60%

Key Stage 2

	Actual
RWM	53%
Reading	65%
Writing	61%
Maths	58%

Externally provided programmes

Non-DfE programmes purchased in the previous academic year.

Programme	Provider
Fresh Start Reading Intervention	RWI
Read Write Inc	RWI
Mathletics	3P Learning
Year 6 Catch-Up	National Tutoring programme
Bookmark Reading	Bookmark
Times Tables Rockstars	Maths Circle Ltd

Service Pupil Premium Funding

N/A for Ark Dickens