

Ark Brunel Primary Academy - Pupil Premium Strategy Statement

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 Brunel Primary Academy
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Phil Powell
Pupil premium lead	Nicola Acton Davis
Governor / Trustee lead	Nadia Nail

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,440
Recovery premium funding allocation this academic year	£22,950
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	£227,390

Part A: Pupil premium strategy plan

Statement of intent

At Ark Brunel we believe that:

- All children can thrive if they are effective communicators
- All children can thrive if they have solid foundations in English and maths
- All children can thrive if they can draw on a rich range of experiences
- All children can thrive if they can root themselves within their community

We set high expectations for all our pupils and our aspirations are no lower for our most vulnerable pupils. We strive for the best outcomes for all pupils, including those who are disadvantaged. Our pupil premium strategy is intended to enable disadvantaged children to have equal access to a broad and balanced curriculum, enjoy rich experiences that build cultural capital and attain excellent outcomes across the curriculum.

Our strategy acknowledges that many of the approaches used will benefit all pupils, not just those who are disadvantaged. Excellent teaching is at the heart of our strategy, and we spend time to ensure that everyone teaching our children has the best access to professional development that we can give them. Our strategy also acknowledges the importance of equality of access for all children, and thus supports our intention that no child should miss out on an opportunity or experience, especially through poor attendance at school.

Also embedded within our strategy is the ambition to recover swiftly from the impact of the global pandemic, and the gaps that this has created, particularly for children who have been worst affected children. Access to early intervention, digital resources and the National Tutoring Programme are designed to ensure that ambitious target are met by all children, regardless of background.

Challenges

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

Challenge number	Detail of challenge
1	The attendance data from this and previous years shows our disadvantaged children attend less frequently than their peers, and that this trend starts early, during the EYFS. In the last full year of attendance (18/19), disadvantaged children had higher PA and lower attendance than their peers. In the current year, both attendance and PA for disadvantaged children are significantly worse than their peers.

2	Communication and language skills for PP children on entry to the EYFS are low, particularly for speaking and understanding. Non-PP children enter with better skills, but still at a low baseline, which means fewer role models across the cohort communicating at the expected standard.
3	Less than 50% of our current EYFS intake are at their chronological age for word reading and comprehension, limiting their access to high quality, age-appropriate texts. Our disadvantaged children generally have lower prior attainment than their peers in English.
4	On entry to EYFS, our PP children perform less well in Numerical Patterns on entry, with only 7% of PP children attaining the age-related standard. By the end of KS1, the gap between age-related PP and Non-PP in maths (20-21 academic year) was 27%.
5	Reduced access to resources such as the opportunities to attend clubs, enjoy cultural experiences such as theatre and enjoying rich reading experiences in the home. 0% of children in our current EYFS intake are at the expected level for Understanding the World. Only 7% of our EYFS intake are the expected level on entry in Being Imaginative.
6	High need for Social/Emotional/Mental Health intervention, without which our most disadvantaged children would find it difficult to access the opportunities available to them effectively.

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
Attendance and Persistent absence will improve so that the gap for PP children is reduced and both measures are better than the national figure.	Attendance for PP and non-PP children is >96%. PA for PP and non-PP children is <7.5%. The gap in attendance and PA between the two groups is reduced.
Early Years attendance for both statutory and non-statutory age children improve from a low baseline.	Attendance improves to 96% for EYFS children in the spring and summer terms.
Improved teaching of reading and phonics in all Key-stages leads to all children working towards reading at their chronological age or above.	All children at their CA for reading make at least 12 months progress. All children below their CA for reading make at least 16 months progress.

Focus of teacher development through the Great Teacher Rubric (GTR) and instructional coaching enable new staff to impact positively on outcomes for PP children.	PP children close the gap in R, W and M in all year groups demonstrated through end-of-year outcomes.
Improved speech, language and communication skills for children in the Early Years and throughout the school as a whole.	EYFS PP children improve to be in line with their peers by the end of the EYFS in language and communication.
Our PP children close the gap to their non-PP peers in reading and writing.	Academic year 21/22 gap between PP and non-PP children at the end of reception year in English and Maths is closed to 0%.
Pupils eligible for PP perform better in R,W and M than their non-PP peers, narrowing the attainment gap and securing better progress.	Smaller gap and better progress at the end of 21/22 academic measured through EoKS outcomes at EYFS, KS1 and KS2 and internal data for other year groups, using summer 21 data as a baseline.
PP children attend clubs more frequently than their non-PP peers. A percentage of places is held for, and filled by, PP children for each club.	Attendance registers for clubs show greater attendance rates for PP children. All places held for PP children are filled with PP children who wish to access the club.
PP pupils experience a wide range of cultural experiences including sport, art, science and performance	Registers and workbooks demonstrate the influence of experiences that PP children have had.
All children who identify with a need for SEMH intervention receive provision that meets their needs from one of our named partners – CAMHS, P2Be, WLZ, NKIP and Family Group.	100% of referrals are allocated intervention work through one of the named partners.

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pre- and post-teaching in all classes with teachers utilising pre and post-school times.	EEF - Small Group Tuition - +4 months	2, 3, 4
Implement the use of NGRT testing and PM Benchmarking to enable all children to work towards reading at their chronological age.	EEF – Reading comprehension strategies - +6 months. Forensic assessment of reading facilitates individualised comprehension strategies to be implemented.	3
Use of RWI and Fresh Start Phonics, including use of Phonics lead to deliver in-the-moment training and development.	EEF – Phonics - +5 months	3
Further develop the use of GTR to improve the quality of teaching and learning.	Forensic assessment of teacher performance through GTR informs coaching and leads to improvements in teaching. Better teaching leads to better outcomes.	3, 4
Provide specialist teaching through a specialist teacher and SALT to work with PP children who are significantly behind their peers.	EEF - One to one tuition - +5 months.	2, 3, 4
Increase the stock of decodable books and high quality texts so that all teachers have access to the best resources available in order to raise the attainment of PP children.	EEF – Reading comprehension strategies - +6 months. Provision of texts enables pupils to use and practise the skills learnt in classes, allowing them to know and remember more.	3
Deliver high quality music provision through Ark Music and Rhythm Studio, ensuring all PP children are able to learn a musical instrument as part of the curriculum.	EEF – Arts participation - +3 months. Provides opportunities to listen and perform that are not available to many of our pupils.	5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Beanstalk readers to provide 1:1 reading opportunities for the most disadvantage children	EEF - One to one tuition - +5 months.	3
Provide tutoring in English for targeted children through the FFT Lightning Squad programme.	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. EEF - Small Group Tuition - +4 months	3
Provide access to Third-Space tutoring in maths for children in KS1 and 2 to close the attainment gaps and improve progress for PP children.	EEF - One to one tuition - +5 months. In-school analysis of pupils on Third Space programme during 2020-21 showed their scaled scores improving by 3 points more than those not on the programme.	4
Provide access to Mathletics and Times-Tables Rock Stars to improve motivation in maths and uptake of homework	EEF – Extending school time - +3 months EEF – Homework - +5 months Using these platforms for homework is motivating for pupils and increases engagement. This also increases use of school laptops which are provided for all KS2 pupils.	4
Provide in-house intervention and booster for individuals, small groups and larger groups as required.	EEF - Small Group Tuition - +4 months EEF - One to one tuition - +5 months.	3,4

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise an SLA with the local authority to improve attendance	DfE - The link between absence and attainment at KS2 and KS4 (2016).	1

for children who are persistent absentees or regularly late to school.		
Subsidise all trips so that no child misses out on planned educational enrichment because they cannot afford it.	EEF – Arts participation - +3 months. Building cultural capital and raising aspiration for our pupils.	5
Subsidise residential experiences so that those least able to afford them are still able to attend.	Building cultural capital and raising aspiration for our pupils.	5
Ensure access to after school clubs for PP children through subsidising costs and guaranteeing 60% of spaces for PP children.	EEF – Physical activity - +1 month. Ensures PP pupils have opportunities to participate in physical activity or more academic clubs if so desired.	5
To raise awareness of future choices through the IntoUni programme for year 6.	Builds aspiration, gives opportunities for pupils to know what university life is like and where it can take them.	5
Deliver high quality music provision through Ark Music and Rhythm Studio, ensuring all PP children are able to learn a musical instrument as part of the curriculum.	EEF – Arts participation - +3 months. Provides opportunities to listen and perform that are not available to many of our pupils.	5
Provide access to sports activities during lunchtimes to engage all children in physical exercise opportunities that they may not otherwise access.	EEF – Physical activity - +1 month. Ensures PP pupils have opportunities to participate in physical activity or more academic clubs if so desired.	5
Deliver therapeutic intervention through WLZ, P2Be, Family Group for children who require it.	WLZ Impact 2016-2020	6

Total budgeted cost: £ 220,000