

# Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 Oval Primary Academy
Number of pupils in school	587
Proportion (%) of pupil premium eligible pupils	30% (October Census 20/21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20/21 21/22 22/23
Date this statement was published	17.9.21
Date on which it will be reviewed	01.9.22
Statement authorised by	K.Magliocco (Regional Director) J.Flemming (Chair of Governors)
Pupil premium lead	T.Martlew
Governor / Trustee lead	J.Flemming (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248825
Recovery premium funding allocation this academic year	ESTIMATE £22765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17760 (Recovery/Tuition underspend)
<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	£289350

# Part A: Pupil premium strategy plan

## Statement of intent

*“To ensure every child has the opportunity to attend university or pursue the career of their choice”*

### Ark Network Mission Statement

This policy aims to outline how pupil premium funding is used at Ark Oval Primary Academy to raise achievement amongst disadvantaged children. We are using the additional funding to ensure that our most disadvantaged pupils benefit from the same educational opportunities as pupils from more affluent families.

The DfE states that “Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.”

At Ark Oval Primary Academy, we will:

- Make decisions about the spending of Pupil Premium funding based on educational research.
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families.
- Ensure that staff are aware of the potential barriers to learning for FSM pupils
- Track the attainment and progress of pupils on FSM as a group and ensure this is in line with the progress and achievement of the whole class
- Measure the success of intervention programmes through impact analysis

We also take into account the words of the Sutton Trust in 2012: *The challenge to establish a clear link between educational expenditure and pupils’ learning is more challenging than you would think. It may seem obvious that more money offers the possibilities for a better or higher quality educational experience. Still, the evidence suggests that it is not merely a question of spending more to get better results.*

To ensure transparency over how we are spending the Pupil Premium funding, we will update this policy annually to explain to parents and families how funds are being spent and why we have made the decisions we have. This policy will be shared on our school website.

## Challenges

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

Challenge number	Detail of challenge
1	Ark Oval recognises that pupils with disadvantage are more likely to have below average attendance. 18/19 attendance for PP pupils was 94.9% and lagged Non-PP by 1.5% in 19/20 the gap remained near constant at 1.1% but by 19/20 had increased to 5.1%. This is reflective of the long-term disruption of the COVID and the increasingly challenging impact it has had on PP families. This is particularly reflected in the number of “persistent absentees” which are children with less than 90% attendance. This gap has increased from 5.5% in 18/19 to 21.8% in 20/21.
2	Ark Oval recognises that students with disadvantage can face more challenging home lives where families may have less ability to fully support the pastoral needs of their children and as a result the children are less able to engage with learning. This difference in PP/NPP FTE has declined sharply from a 4.1 difference to 0.8 however this includes the COVID period where children had limited time in school. The “typical years” before COVID show a higher incidence of low level and high-level behaviour incident disparity between PP and NPP leading to lost learning time.
3	Ark Oval recognises that some of our pupils and families with disadvantage can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital. This has detrimental impact on pastoral and academic achievement. During the COVID period this has been non-existent at the academy
4	Ark Oval recognises that some pupils with disadvantage have additional barriers to learning and require the highest level of teaching and support to build their resilience/readiness for learning. (National average 12.6%). Ovals PP/SEND comorbidity is 27.2% over double national.

## 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
Further improve quality of teaching and provision for all to secure the best pupil outcomes against their targets and close gaps between groups of learners.	<ul style="list-style-type: none"> <li>○ All PP pupils making at least expected progress</li> <li>○ All PP pupils above chronological age reading age or making 16 months progress within next 12 months</li> <li>○ Teachers and TAs receive the appropriate coaching and CPD to address the needs of pupils and ensure all are making at least expected progress.</li> </ul>

<p>Use targeted support with classroom teaching to support struggling pupils, including those who face non-academic challenges.</p>	<ul style="list-style-type: none"> <li>○ Additional resource and support bring attendance in line with non-PP students</li> <li>○ PP exclusion rates are below non-PP</li> </ul>
<p>Improve disadvantaged pupils/families' engagement with school and learning, including improving attendance.</p>	<ul style="list-style-type: none"> <li>○ 100% PP parents attend parent consultations</li> <li>○ All PP pupils attend trips and experiences</li> <li>○ All PP pupils have full access to extended curriculum resources via the digital strategy.</li> </ul>
<p>Further improve quality of teaching and provision for all to secure the best pupil outcomes against their targets and close gaps between groups of learners.</p>	<ul style="list-style-type: none"> <li>○ All PP pupils making at least expected progress</li> <li>○ All PP pupils above chronological age reading age or making 16 months progress within next 12 months</li> <li>○ Teachers and TAs receive the appropriate coaching and CPD to address the needs of pupils and ensure all are making at least expected progress.</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:

Predicted Total Cost 124.9k		ITEMISED PREDICTED SPEND
	Staffing T&L resource support budget Additional intervention and support budget	102.9k 17k resources & prog 5k
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop teachers and all staff through professional development, support and training to ensure a consistently high quality of provision across the school and raise pupil outcomes.</p> <p>Use Instructional Leadership to provide weekly coaching to support continued incremental progress in teaching skills.</p> <p>Provide targeted CPD to achieve mastery, including collaboration with outstanding settings.</p>	<p>Research (Endowment Education Fund “EEF”) indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. We should therefore focus resources on proven ways of improving teaching, such as continuing professional development and courses.</p> <p>Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in reading. This is leading to lower attainment for this group of pupils compared to other pupils in the school. We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high-quality delivery of RWI programme.</p> <p>EEF found that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p> <p>We want to invest some of the PP in longer-term change which will help all pupils. EEF evidence showed that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. However, quality first teaching has been shown to have a disproportionately positive effect on children eligible for the Pupil Premium. This is an approach that we can embed across the school and is particularly necessary this year due to a large proportion of new and inexperienced teachers on staff.</p> <p>Research states that prisoners in UK prisons spend longer outside than children in schools. EEF states that overall, studies of adventure</p>	<p>Challenge 4</p> <ul style="list-style-type: none"> <li>○ Sufficient staff to address coaching needs to develop, train and support teaching and support staff.</li> <li>○ At least weekly teacher coaching</li> <li>○ Provision of weekly high quality CPD focused on developing T&amp;L</li> <li>○ PP pupils make at least expected progress in RWM</li> <li>○ Yr2 phonics screening national+</li> <li>○ Yr1 phonics screening national+</li> </ul> <p>Challenge 4</p> <ul style="list-style-type: none"> <li>○ Phonics programme and 1-1 phonics training</li> <li>○ RWI lead coaching and development</li> <li>○ RWI program (Screening national+ for PP pupils)</li> <li>○ Ks2 phonics pupils to be supported by a phonics trained staff member</li> </ul> <p>Challenge 4 GTR evaluator and coaching status extended to all SLT + Core subject leads</p>

	<p>learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>In addition, our baselining has shown that PP children have been exponentially more impacted by the lockdown than those from more affluent back grounds. This is less pronounced in younger age ranges, but underlying inequities need to be addressed. The focus on improving the quality of subject provision and support for teachers is the best possible strategy for addressing this disparity.</p>	<ul style="list-style-type: none"> <li>○ Increased coaching and support capacity for T&amp;L</li> </ul> <p>Challenge 4 ECTs makes up 1/3<sup>rd</sup> of our teaching populace. Therefore, to deliver on our objective of providing the highest standard quality first teaching provision we need to ensure that they receive the training, coaching and support to ensure that all pupils including those from disadvantaged backgrounds can achieve.</p> <ul style="list-style-type: none"> <li>○ AVP &amp; VP providing direct support for ECTs biweekly</li> <li>○ Direct ECT lead release for additional support biweekly</li> <li>○ Additional release for core subject leads to support and facilitate high quality planning. Biweekly</li> </ul> <p>Challenge 4 High quality resources issued to support structured T&amp;L and reduced teaching workload to allow teachers to focus on delivery of bespoke provision and intervention to promote progress</p> <ul style="list-style-type: none"> <li>○ RWI programme</li> <li>○ English mastery</li> <li>○ Mathematics Mastery</li> <li>○ Ark Curriculum Plus</li> </ul> <p>All be utilised as appropriate across the school</p>
<p>Develop and support new Middle Leaders in Maths and English to lead their subject and drive for mastery.</p> <p>Target the codification of progression within the curriculum, especially Maths</p>	<p>Develop middle leaders with subject responsibility, including English and Maths, will allow increasing focused approach to these subjects for mastery.</p> <p>Research supports mastery learning closing the attainment gap and allowing pupils to make accelerated progress.</p>	<p>Challenge 4 GTR evaluator and coaching status extended to all SLT + Core subject leads</p> <ul style="list-style-type: none"> <li>○ Increased coaching and support capacity for T&amp;L</li> </ul>

<p>and English to secure pupil outcomes against targets and narrow gaps.</p>	<p>Evidence supports the use of reading comprehension approaches, which can deliver an additional six months' progress. Successful reading comprehension approaches, that Ark Oval is using, allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and rich texts that provide an effective, but not overwhelming, challenge and improve pupil cultural capital by providing access to seminal texts and experiences.</p> <p>In addition, our baselining has shown that PP children have been exponentially more impacted by the lockdown than those from more affluent backgrounds. This is less pronounced in younger age ranges, but underlying inequities need to be addressed. The focus on improving the quality of classroom provision is the best possible strategy for addressing this disparity.</p>	<p>Challenge 4 High quality resources issued to support structured T&amp;L and reduced teaching workload to allow teachers to focus on delivery of bespoke provision and intervention to promote progress</p> <ul style="list-style-type: none"> <li>○ RWI programme</li> <li>○ English mastery</li> <li>○ Mathematics Mastery</li> <li>○ Ark Curriculum Plus</li> </ul> <p>All be utilised as appropriate across the school</p>
<p>Extend our curriculum in Key Stage 2 using the Ark Curriculum, in order to continue to build a high quality, broad curriculum that motivates pupils to learn and develops their cultural capital.</p> <p>Extend and embed the enrichment element of our curriculum (visits/experiences) to develop cultural capital</p>	<p>“The Schools We Need” by ED Hirsch, says that: “The children who possess intellectual capital when they first arrive at school have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge.”</p> <p>In addition, our baselining has shown that PP children have been exponentially more impacted by the lockdown than those from more affluent backgrounds. This is less pronounced in younger age ranges, but underlying inequities need to be addressed. However, it is important that we maintain a broad and balanced curriculum to address the largest barrier to learning for deprived children – cultural capital</p>	<p>Challenge 4 High quality resources issued to support structured T&amp;L and reduced teaching workload to allow teachers to focus on delivery of bespoke provision and intervention to promote progress</p> <ul style="list-style-type: none"> <li>○ RWI programme</li> <li>○ English mastery</li> <li>○ Mathematics Mastery</li> <li>○ Ark Curriculum Plus</li> </ul> <p>All be utilised as appropriate across the school</p> <p>Challenge 3 Funding resource set aside to facilitate PP and disadvantaged pupils' attendance at all curriculum related experiences</p> <ul style="list-style-type: none"> <li>○ 100% PP attendance for experiences</li> </ul>
<p>Additional COVID support measures to support emotional wellbeing and readiness to learn for PP children through onsite and remote learning provision.</p>	<p>Quotative and qualitative post lock down research at the academy has shown significant impact for PP pupils onsite and offsite during the global pandemic.</p> <p>Significant breadth and depth of issues around the lockdown recovery for PP children – exacerbated by the increasing cross over between PP and SEND.</p>	<p>Challenge 1 Improve attendance for PP pupils to 96% plus with 8% PA.</p> <p>Challenge 2 PP/disadvantaged pupils provided with additional support for MH &amp; wellbeing. Academy to strengthen universal and targeted offer</p>

	Additional remote learning and in school intervention time will be required to support these pupils	for therapeutic services utilising both recovery and PP funding.  PP exclusions to be below national NPP exclusion rate.
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

<b>Predicted Total Cost 132k</b>		<b>ITEMISED PREDICTED SPEND</b>
25% ELSA support assistants		17k
Staffing		56k
Therapeutic School Support		29k
80% SALT		15k
10k Pastoral and SEND resource support budge		10k
5k additional support provision for intervention		5k
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Provide support for struggling pupils and those with identified needs with targeted support, (for example, to include “colourful semantics” and “Talkboost”) that is closely linked to classroom learning.</p> <p>Provide therapeutic support as required</p>	<p>The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy.</p> <p>In addition, research indicates that Early Years Interventions is a high impact way to improve pupil outcomes.</p> <p>A number of pupils have complex social and emotional needs that present barriers to academic success</p> <p>These develop skills in reading approaches appear to result in optimum impact. Evidence also suggests tuition should be additional to but explicitly linked with, normal teaching and those teachers should monitor progress to ensure tutoring is beneficial.</p> <p>Reading is the area that baseline shows the biggest disparity – investment in addressing this is vital for us to provide access to the rest of the curriculum.</p> <p>As the number of PP pupils with SEND has increased 24% - 32% this has become more of an inclusion focus than just a classroom one.</p>	<p>Challenge 4</p> <p>Intervention staff used to deliver range of academic supports</p> <ul style="list-style-type: none"> <li>○ PP pupils less than 10% adrift of non-PP on RWM measure</li> </ul> <p>Challenge 4</p> <p>Appropriate resources purchased to support intervention with language development. Below is across EYFS, KS1 and KS2.</p> <ul style="list-style-type: none"> <li>○ Communicate in print licence</li> <li>○ Colourful semantics licence</li> <li>○ Above freely utilised in all classes</li> <li>○ Release for Neeli interventions</li> <li>○ Release for Talkboost</li> <li>○ Release for Phonics 1-1</li> </ul>

		<p>Additional targeted SEND support to address and close gap for SEND/PP crossover</p> <ul style="list-style-type: none"> <li>○ SEND/PP making at least expected progress</li> <li>○ SEND/PP prioritised for SALT intervention</li> <li>○ SEND/PP to have priority for ELSA/therapeutic support</li> </ul>
<p>Extend pupil's expressive and receptive vocabulary: with targeted 1:1 reading, targeted vocabulary teaching,</p>	<p>Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words), resulting in widening gaps in cultural capital.</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p> <p>Closing the gap in the spoken and written vocabulary is a key point of emphasis in the post lockdown provision. This has been focused through academic and pastoral support and provision. ELSA and similar support for emotional literacy in line with academic.</p> <p>As the number of PP pupils with SEND has increased 24% - 32% this has become more of an inclusion focus than just a classroom one.</p>	<p>Challenge 4</p> <p>Oracy21 program at school</p> <ul style="list-style-type: none"> <li>○ Additional training sport for project leadership with Oracy21</li> </ul> <p>Appropriate resources purchased to support intervention with language development. Below is across EYFS, KS1 and KS2.</p> <ul style="list-style-type: none"> <li>○ Communicate in print licence</li> <li>○ Colourful semantics licence</li> <li>○ Above freely utilised in all classes</li> <li>○ Release for Neeli interventions</li> <li>○ Release for Talkboost</li> <li>○ Release for Phonics 1-1</li> <li>○ PP pupils make at least expected progress with RA and any PP child below CA makes 16 months progress in 12 months for RA.</li> </ul>
<p>Additional COVID support measures to support emotional wellbeing and readiness to learn for PP children through onsite and remote learning provision.</p>	<p>Quotative and qualitative post lock down research at the academy has shown significant impact for PP pupils onsite and offsite during the global pandemic.</p> <p>Significant breadth and depth of issues around the lockdown recovery for PP children – exacerbated</p>	<p>Challenge 3</p> <p>Provision of support for after school access</p> <ul style="list-style-type: none"> <li>○ Digital learning strategy roll out implimented with</li> </ul>

	<p>by the increasing cross over between PP and SEND.</p> <p>Additional remote learning and in school intervention time will be required to support these pupils</p>	<p>devices deployed and a digital learning curriculum provided</p> <ul style="list-style-type: none"> <li>○ For those without WIFI alternative options provided to allow curriculum parity.</li> </ul> <p>Challenge 3</p> <p>RECOVERY PREMIUM Spend – additional QTS trained staff member to deliver 15hrs per pupil intervention in 6-week blocks. Across entirety of the school</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Predicted Total Cost 28.5k		ITEMISED PREDICTED SPEND
Attendance Support Service		3k
Breakfast Club Support Provision		5k
Cultural capital support fund		5k
Residential support fund		2k
Trauma informed school status – resource allocation		4.5k
Trauma informed school status – training support		2k
Trauma informed school status – reflection space		7k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve PP punctuality and attendance.	<p>Funded breakfast club places that actively target pupils in order to improve punctuality and attendance.</p> <p>2018 – 2019 PP 9.7 (17 of 176) pupils were persistent absentees against 6.5 (22 of 336) Non-PP.</p> <p>Enriching and enhancing children’s opportunities to take part in the wider curriculum and enjoy ‘hobbies.</p> <p>Make use of EWO provision and behaviour mentoring to support in readiness to learn.</p> <p>Direct SEMH support from SEND team to ensure mental health first aid</p> <p>Termly awards for good attendance</p> <p>EEF reports show a positive correlation between attendance improving initiatives</p>	<p>Challenge 1</p> <p>All PP students receive the offer for free attendance at breakfast and after school club. This is offered as a part of us offering a settling and respite service to support PP pupils alongside other vulnerable pupils with the best possible start to their day.</p> <p>All PP pupils have a subsidised extracurricular club access 75% of PP pupils should be accessing enrichment clubs.</p>

	and improved outcomes in deprived communities	<p>EWO 1 day biweekly to support in address perennial non-attenders.</p> <ul style="list-style-type: none"> <li>○ PP attendance above 96%</li> <li>○ PP PA less than 8%</li> </ul> <p>Challenge 2</p> <p>Academy will provide a range of therapeutic services to promote mental health wellness and wellbeing services to support learning behaviours.</p> <ul style="list-style-type: none"> <li>○ PP exclusion rate to be below NPP and national</li> </ul> <p>All staff trained in trauma informed approaches</p>
Provide experiences to develop life skills through outward bound curriculum, projects, challenge days and visits.	EEF research and reports indicate positive impact of building cultural capital on academic and societal outcomes.	<p>Challenge 1</p> <p>Year 6 residential subsidised for PP pupils</p> <p>PP 80% + attendance at residential</p>
Offer two free clubs to each PP pupil.in Year 1 and above to secure high levels of family engagement with school (including attendance) and increase cultural capital.	<p>EEF research and reports indicate positive impact of building cultural capital on academic and societal outcomes.</p> <p>Experience using this strategy has shown us that family engagement with school increases.</p> <p>UNCLEAR IF THIS WILL FEASURE IN 21/22 PROVISION WILL CONTINUE TO BE HELD AS RESERVE IF NOT USED</p>	<p>Challenge 1</p> <p>All PP students receive the offer for free attendance at breakfast and after school club. This is offered as a part of us offering a settling and respite service to support PP pupils alongside other vulnerable pupils with the best possible start to their day.</p> <p>All PP pupils have a subsidised extracurricular club access 75% of PP pupils should be accessing enrichment clubs.</p>
Support families with school related expenses in cases of need.	<p>To maximise inclusivity and equal opportunity for all. This will be means tested. Families will be expected to make a small, relative contribution. Positive family partnerships developed.</p> <p>EEF: Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact. The impact of</p>	<p>Challenge 1-4</p> <p>Small reserve held to support families in need.</p> <p>No appropriate metric</p>

	parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term.	
Additional COVID support measures to support emotional wellbeing and readiness to learn for PP children through onsite and remote learning provision.	<p>Quotative and qualitative post lock down research at the academy has shown significant impact for PP pupils onsite and offsite during the global pandemic.</p> <p>Significant breadth and depth of issues around the lockdown recovery for PP children – exacerbated by the increasing cross over between PP and SEND.</p> <p>Additional remote learning and in school intervention time will be required to support these pupils</p>	<p>Challenge 2</p> <p>Academy will provide a range of therapeutic services to promote mental health wellness and wellbeing services to support learning behaviours.</p> <ul style="list-style-type: none"> <li>○ PP exclusion rate to be below NPP and national</li> </ul> <p>All staff trained in trauma informed approaches</p>

**Total budgeted cost: £ 285.4k**

## 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.

<b>High quality teaching for all</b>		
<b>Action and intended outcome</b>	<b>Rationale for this choice</b>	<b>Impact</b>
<p>i. Further develop teachers and all staff through professional development, support and training to ensure a consistently high quality of provision across the school and raise pupil outcomes.</p> <p>ii. Use Instructional Leadership to provide weekly coaching to support continued incremental progress in teaching skills.</p> <p>iii. Provide targeted CPD to achieve mastery, including collaboration with outstanding settings.</p>	<p>Research (Endowment Education Fund “EEF”) indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. We should therefore focus resources on proven ways of improving teaching, such as continuing professional development and courses.</p> <p>Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in reading. This is leading to lower attainment for this group of pupils compared to other pupils in the school. We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high-quality delivery of RWI programme.</p> <p>EEF found that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p> <p>We want to invest some of the PP in longer-term change which will help all pupils. EEF evidence showed that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. However, quality first teaching has been shown to have a disproportionately positive effect on children eligible for the Pupil</p>	<ul style="list-style-type: none"> <li>- Weekly CPD delivered throughout lockdown – staff survey showed 96% of staff rated CPD as effective at supporting their practice</li> <li>- Staff retention 80%+</li> <li>- Coaching intermittent throughout onsite/offsite provision but all staff showed progression on GTR tracking.</li> <li>- Phonics/early reading delivered consistently throughout in school/remote period.</li> <li>- Consistent SALT support both in/out of school</li> <li>- No collaboration with outstanding providers beyond those part of the Ark Network.</li> </ul>

	<p>Premium. This is an approach that we can embed across the school and is particularly necessary this year due to a large proportion of new and inexperienced teachers on staff.</p> <p>Research states that prisoners in UK prisons spend longer outside than children in schools. EEF states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>In addition, our baselining has shown that PP children have been exponentially more impacted by the lockdown than those from more affluent back grounds. This is less pronounced in younger age ranges, but underlying inequities need to be addressed. The focus on improving the quality of subject provision and support for teachers is the best possible strategy for addressing this disparity.</p>	
<p>Develop and support new Middle Leaders in Maths and English to lead their subject and drive for mastery.</p> <p>Target the codification of progression within the curriculum, especially Maths and English to secure pupil outcomes against targets and narrow gaps.</p>	<p>Develop middle leaders with subject responsibility, including English and Maths, will allow increasing focused approach to these subjects for mastery.</p> <p>Research supports mastery learning closing the attainment gap and allowing pupils to make accelerated progress.</p> <p>Evidence supports the use of reading comprehension approaches, which can deliver an additional six months' progress. Successful reading comprehension approaches, that Ark Oval is using, allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and rich texts that provide an effective, but not overwhelming, challenge and improve pupil</p>	<ul style="list-style-type: none"> <li>- ML &amp; WL enrolled on appropriate NPQ courses</li> <li>- Maths mastery consistently applied across the academy</li> <li>- English mastery pilot adopted in Yr3 &amp; 4</li> <li>- Writing lead trained as borough KS2 writing moderator</li> <li>- Codification process interrupted by COVID requirements.</li> </ul>

	<p>cultural capital by providing access to seminal texts and experiences.</p> <p>In addition, our baselining has shown that PP children have been exponentially more impacted by the lockdown than those from more affluent back grounds. This is less pronounced in younger age ranges, but underlying inequities need to be addressed. The focus on improving the quality of classroom provision is the best possible strategy for addressing this disparity.</p>	
<p>Extend our curriculum in Key Stage 2 using the Ark Curriculum, in order to continue to build a high quality, broad curriculum that motivates pupils to learn and develops their cultural capital.</p> <p>Extend and embed the enrichment element of our curriculum (visits/experiences) to develop cultural capital</p>	<p>“The Schools We Need” by ED Hirsch, says that: “The children who possess intellectual capital when they first arrive at school have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge.”</p> <p>In addition, our baselining has shown that PP children have been exponentially more impacted by the lockdown than those from more affluent back grounds. This is less pronounced in younger age ranges, but underlying inequities need to be addressed. However, it is important that we maintain a broad and balanced curriculum to address the largest barrier to learning for deprived children – cultural capital</p>	<ul style="list-style-type: none"> <li>- Ark Curriculum Plus adopted across the academy to provide a rich and broad subject offer meeting at least the aims of the National Curriculum.</li> <li>- All non-core leaders given allocate release throughout onsite and offsite periods to develop their subject area.</li> <li>- AVP-CE in post as curriculum lead and delivering on curriculum development work. Full breadth of curriculum delivered in both onsite and offsite phases of learning.</li> <li>- VP-QoE in post and devised full onsite/offsite digital learning offer that supported the quality of learning for all pupils.</li> <li>- Experience’s participation limited by pandemic – funding allocated rolled over to 21/22</li> </ul>
<p>Additional COVID support measures to support emotional wellbeing and readiness to learn for PP children through onsite and remote learning provision.</p>	<p>Quotative and qualitive post lock down research at the academy has shown significant impact for PP pupils onsite and offsite during the global pandemic.</p> <p>Significant breadth and depth of issues around the lockdown recovery for PP children – exacerbated by the increasing cross over between PP and SEND.</p>	<ul style="list-style-type: none"> <li>- Therapy support through FouSquare services – completed for 12 children at highest level</li> <li>- 25+ ELSA support places completed, and second ELSA staff member trained</li> </ul>

	Additional remote learning and in school intervention time will be required to support these pupils	
<b>Projected Total Cost £117731</b>		<b>UNDER/OVERSPEND ANALYSIS</b>
£25,974 dedicated to cross subject release time for leadership 10%Exec Princ. – Strategic oversight and support 10k T&L resource support budget 5k additional intervention and support budget	Staffing 88.6k 20k release supply 2.5k 10k resources 5k <b>£126000</b> <b>Overspend £8269</b>	

<b>Targeted support</b>		
<b>Action and intended outcome</b>	<b>Rationale for this choice</b>	<b>Impact</b>
<p>Provide support for struggling pupils and those with identified needs with targeted support, (for example, to include “colourful semantics” and “Talkboost”) that is closely linked to classroom learning.</p> <p>Provide therapeutic support as required</p>	<p>The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy.</p> <p>In addition, research indicates that Early Years Interventions is a high impact way to improve pupil outcomes.</p> <p>A number of pupils have complex social and emotional needs that present barriers to academic success</p> <p>These develop skills in reading approaches appear to result in optimum impact. Evidence also suggests tuition should be additional to but explicitly linked with, normal teaching and those teachers should monitor progress to ensure tutoring is beneficial.</p> <p>Reading is the area that baseline shows the biggest disparity – investment in addressing this is vital for us to provide access to the rest of the curriculum.</p> <p>As the number of PP pupils with SEND has increased 24% - 32% this has become more of an inclusion focus than just a classroom one.</p>	<ul style="list-style-type: none"> <li>- Colourful semantics purchased and beginning of implementation – focused on KS1 further roll out limited by COVID</li> <li>- Talkboost trained and implemented but difficulty of delivery whilst remote has limited</li> <li>- SENDCo in position + additional central SEND leadership support to address heightened needs during pandemic.</li> <li>- X2 pastoral support workers intervening with children and families both onsite and remote. Indicative decline in exclusions but hard to draw evidence in a disrupted year.</li> </ul>
<p>Extend pupil’s expressive and receptive vocabulary:</p>	<p>Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom</p>	<ul style="list-style-type: none"> <li>- Bought into Oracy21 project – unable to deliver until 21/22</li> </ul>

<p>with targeted 1:1 reading, targeted vocabulary teaching,</p>	<p>quartiles is something like 4,000 words (children in the top quartile know around 7,000 words), resulting in widening gaps in cultural capital.</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p> <p>Closing the gap in the spoken and written vocabulary is a key point of emphasis in the post lockdown provision. This has been focused through academic and pastoral support and provision. ELSA and similar support for emotional literacy in line with academic.</p> <p>As the number of PP pupils with SEND has increased 24% - 32% this has become more of an inclusion focus than just a classroom one.</p>	<ul style="list-style-type: none"> <li>- Significant allocated 1-1 reading time from TAs etc both remote and onsite 5k release exhausted</li> <li>- CPD delivered in line with these objectives</li> </ul>
<p>Additional COVID support measures to support emotional wellbeing and readiness to learn for PP children through onsite and remote learning provision.</p>	<p>Quotative and qualitative post lockdown research at the academy has shown significant impact for PP pupils onsite and offsite during the global pandemic.</p> <p>Significant breadth and depth of issues around the lockdown recovery for PP children – exacerbated by the increasing cross over between PP and SEND.</p>	<ul style="list-style-type: none"> <li>- Refurbishment of reflective space to support mental health and wellbeing.</li> <li>- Additional staffing costs incurred with SEND/PP cross over to support academic/pastoral onsite/remote – All PP children had access to remote learning and engagement tracked and supported.</li> </ul>

	Additional remote learning and in school intervention time will be required to support these pupils	
<b>Projected Total Cost £85041</b>		<b>UNDER/OVERSPEND ANALYSIS</b>
	Staffing 12k MAT cover support 33% Pastoral Sports Support 10k Pastoral and SEND resource support budge 5k additional support provision for intervention	69k 12k 0k 10k 0 <b>91k</b> <b>Overspend £5959</b>

<b>Wider approaches – readiness to learn</b>		
<b>Action and intended outcome</b>	<b>Rationale for this choice</b>	<b>Impact</b>
Improve PP punctuality and attendance.	<p>Funded breakfast club places that actively target pupils in order to improve punctuality and attendance. 2018 – 2019 PP 9.7 (17 of 176) pupils were persistent absentees against 6.5 (22 of 336) Non-PP.</p> <p>Enriching and enhancing children’s opportunities to take part in the wider curriculum and enjoy ‘hobbies.</p> <p>Make use of EWO provision and behaviour mentoring to support in readiness to learn.</p> <p>Direct SEMH support from SEND team to ensure mental health first aid</p> <p>Termly awards for good attendance</p>	<ul style="list-style-type: none"> <li>- PP places at breakfast and after school clubs low (23%) take up and further interrupted by COVID. Impact in INDIVIDUAL cases extremely important but not a broad enough impact – will need to be reviewed if trend continues in 21/22.</li> <li>- EWO not contracted – COVID issues</li> <li>- PA has radially increased (reaching 35%) due to COVID in comparison to NPP (13%)</li> <li>- Approaches victim of situation, rolled over to 21/22</li> </ul>

<p>Provide experiences to develop life skills through outward bound curriculum, projects, challenge days and visits.</p>	<p>Pupils build on and develop their life skills e.g., teamwork, aiming high, problem solving and leadership following the structure of Enabling Enterprise projects in school. To support this further, pupils experience this in a real-life context through visits to businesses and meeting inspiring individuals.</p> <p>Increased experience is found to be a key driver in improving outcomes for disadvantaged pupils.</p> <p>UNCLEAR IF THIS WILL FEASURE IN 21/22 PROVIISION WILL CONTINUE TO BE HED AS RESERVE IF NOT USED</p>	<p>No experiences undertaken – rolled over to 21/22</p>
<p>Offer two free clubs to each PP pupil.in Year 1 and above to secure high levels of family engagement with school (including attendance) and increase cultural capital.</p>	<p>Experience using this strategy has shown us that family engagement with school increases.</p> <p>UNCLEAR IF THIS WILL FEASURE IN 20/21 PROVIISION WILL CONTINUE TO BE HED AS RESERVE IF NOT USED</p>	<p>- No extracurricular clubs offered – rolled over to 21/22</p>
<p>Support families with school related expenses in cases of need.</p>	<p>To maximise inclusivity and equal opportunity for all. This will be means tested. Families will be expected to make a small, relative contribution. Positive family partnerships developed.</p> <p>EEF: Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact. The impact of parents’ aspirations is also important, though there is insufficient evidence to show that changing parents’ aspirations will raise their children’s aspirations and achievement over the longer term.</p>	<p>- Significant unplanned spend (4k) supporting outreach and support to families with the SEND/PP PP/Safeguarding co morbidities</p> <p>- Significant cost in running vulnerable children provision for 187 pupils onsite – majority PP. Funding previously allocated to clubs/trips utilised to support.</p>
<p>Additional COVID support measures to support emotional wellbeing and readiness to learn for PP children through onsite and remote learning provision.</p>	<p>Quotative and qualitive post lock down research at the academy has shown significant impact for PP pupils onsite and offsite during the global pandemic.</p> <p>Significant breadth and depth of issues around the lockdown recovery</p>	<p>- 5k of intervention for PP spent with ELSA support.</p> <p>- All PP children tracked and supported in attending onsite and offsite learning</p> <p>- Whilst offsite staff made biweekly check in calls for PP those not present remotely were</p>

	for PP children – exacerbated by the increasing cross over between PP and SEND.  Additional remote learning and in school intervention time will be required to support these pupils	called immediately. Engagement rates positive
<b>Projected Total Cost £22580</b>		<b>UNDER/OVERSPEND ANALYSIS</b>
5k breakfast and after school provision for PP pupils	£350	
5k equipment and uniform support fund for PP pupils	£0	
2k – Yr6 expedition weekend support	£0	
£5580k extracurricular club allowance	£0	
10k resource to support COVID prep	10k	
5k additional intervention capacity – pastoral	12.25k	
	<b>£22600</b>	
	<b>Overspend £20</b>	

Summary	<b>£14248 overspend</b>
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## 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
NA	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)