



# Ark White City Primary Academy

## **Pupil Premium Strategy Statement**

**2021-2024**

*Document created: November 2021*

*Revision: July 2023*



This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Ark White City Primary Academy
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	26 <sup>th</sup> November 2021
Date on which it was reviewed	26 <sup>th</sup> July 2023
Date of next review	July 2024
Statement authorised by	Kate Magliocco, Regional Director, Ark
Pupil premium lead	Daniel Upfield (Principal)
Governor / Trustee lead	Tina Alexandrou

The Education Endowment Fund's (EEF) research rightly recommends that schools follow an 'Assess, Plan, Do, Review' model when allocating Pupil Premium funding. Ark White City has been successful in meeting the needs of pupils historically and we anticipate our priorities remaining the same over a three-year period.

### Funding overview (*updated for 2023-24 academic year*)

Detail	Amount
Pupil premium funding allocation this academic year	£216,148
Recovery premium funding allocation this academic year	£13,340
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	<b>£229,488</b>

## 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.

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.
- Continuing support for children and families from specialist members of staff (Pastoral Support Team) and West London Zone to provide advice and support for parents with particular focus on improving attainment through improving attendance, widening experiences, developing self-esteem and behaviour for learning.

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 White City, 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 resilience/readiness for learning
7	Pupils do not achieve as well 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 above 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 are confident readers by the end of KS1	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2
Pupils are able to self-regulate and manage emotions in appropriate way	In house progress data shows movement in developmental strands for pupils
Pupils' achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained	Subject leader data shows that PP pupils perform broadly in line with non-PP children  Pupil voice shows a greater understanding of the world around them
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: £80,000**

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</p> <p>Deliver and embed reading Signature Strategies from 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>	<p>1, 3, 6, 7</p>
<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>	<p>1, 4, 7</p>
<p>Provide 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>Implementation of the Great Teacher Rubric: high-quality coaching development for all 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>	<p>1, 3, 6, 7</p>
<p>2x experienced teachers join NPQLT to become excellent leaders of teaching at Ark White City</p>	<p>Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes.</p> <p>Teachers will delve into the nuts and bolts of what makes an effective teacher, what good teaching looks like, and how they can lead others and they can learn from them.</p>	<p>1, 3, 6, 7</p>

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

**Budgeted cost: £ 100,000**

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
Lead EYFS Educator in post across the EYFS department to ensure that pupils completing EYFS achieve a GLD at least in line with national average  Learning Support Assistant to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and learning and occupational therapy	EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy  Success in the key areas provides a vital foundation for transition to Year 1  PP meetings at key assessment points focus on the graduated response approach and inform subsequent interventions	1, 3, 6, 7
Unlocking Language support for pupils that require Speech & Language intervention ( <i>non EHCP</i> )	EEF Oral Language Very high impact for very low cost based on extensive evidence	1, 6
West London Zone	40 pupils that meet key vulnerability indicators (including PP) receive a 2-year programme of support: social, emotional and academic  A significant number of the EEF Teaching and Learning Toolkit is covered by West London Zone interventions	1, 2, 3, 4, 5, 6, 7
Additional time from Educational Psychology	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  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)	1, 5, 6, 7
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 3 days per week for duration of spring 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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Provide targeted support and personalised provision for SEND pupils who are also PP.</p> <p>To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.</p>	<p>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.</p> <p>Research shows that personalised provision best meets pupils' needs.</p>	6, 7

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

**Budgeted cost: £50,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Employ the services of a dedicated school-based Education Welfare Officer (EWO) for one day every week during term time</p>	<p>Attendance of PP children is below national.</p> <p>Persistent absence is higher in PP groups than any other strands.</p>	2, 5
<p>To ensure all children have access to a healthy breakfast and an opportunity to start their day in a positive environment</p> <p>To provide a positive start to the day by running a funded Breakfast club</p>	<p>A healthy breakfast has a clear link to concentration and learning</p> <p>Reduced lateness</p> <p>Improved behaviour for learning particularly in the mornings as a result of a positive start to the day</p>	5
<p>To increase self-confidence and well-being of identified pupils</p> <p>To part-fund the Pastoral Support Team to support children and families with developing attendance, behaviour and self-esteem</p> <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>Pupils are more independent in the choices that they make regarding their behaviour</p> <p>Parents understand the way their child's behaviour is supported in school and home/school links are strengthened.</p>	4, 5, 6
<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</p>	4, 5

Place 2 Be counselling	Pastoral, emotional and social needs of children to be met before in order to improve educational outcomes	5, 6
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**Total budgeted cost: £230,000**



## 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 **2022-23 academic year**.

*All data provisional at the time of this document being updated.*

#### Phonics

	All	Non-PP	PP
Year 1	79%	67%	85%

#### Key Stage 2

	All	Non-PP	PP
RWM	71%	82%	65%
Reading	79%	91%	71%
Writing	75%	91%	65%
Maths	75%	91%	65%

	National All	National PP	National Non-PP	Ark All	Ark PP	Ark Non-PP
RWM	59%	44%	66%	74%	67%	81%
Ark White City Comparison	+12%	+21%	+16%	-3%	-2%	+10%

*National PP and non-PP figures will be updated once available*

Intended outcome	Success criteria	How are we doing so far against our 3-year outcomes (2021-24)
To ensure ≥90% of pupils pass the Phonics Screening Check	Three-year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation	White City is broadly in-line with the national average pass rate from 2022 (75%).  All pupils not passing had other factors (new admissions, SEND, speech and language) plus a need to catch-up on lost phonics in EYFS due to Covid.  All pupils that did not pass in Year 1 are targeted for support in Year 2
Reduce the gap between non-PP and PP pupils achieving ARE in	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving ARE standard	Data in the table above indicates an upward trend in all areas. Since 2019, the gap

Intended outcome	Success criteria	How are we doing so far against our 3-year outcomes (2021-24)
Reading, Writing and Maths at the end of KS2		between PP and non-PP has reduced – most significantly in maths and reading
All pupils without other complicating factors are confident readers by the end of KS1	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2	In 2023, 90% of pupils are reading age-related books by the end of Year 2 (PM Benchmark assessment)
Pupils are able to self-regulate and manage emotions in appropriate way	In house progress data shows movement in developmental strands for pupils	<p>This area of work has got off to a good start but quantitative data is not yet available.</p> <p>To develop further, we have introduced Zones of Regulation – Progression in Knowledge, Skills &amp; Understanding that documents progression from EYFS – KS1 – Lower KS2 – Upper KS2</p> <p>Over the 3-year period we expect to see an improvement in pupils identifying emotions, using tools and problem solving</p>
Pupils’ achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained	<p>Subject leader data shows that PP pupils perform broadly in line with non-PP children</p> <p>Pupil voice shows a greater understanding of the world around them</p>	<p>Subject leader work analysis demonstrates increasingly effective curriculum adaptation.</p> <p>Most pupils enjoy their humanities lessons. They have a good understanding of why they have learnt about and have used a range of sources. They are proud of the work in their books, which are well presented and contained a good level of feedback.</p>
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year.	<p>2022-23</p> <p>All pupils: 92.4% Non-PP pupils: 94.4% PP pupils: 93.6%</p> <p>PA all pupils: 28.4% PA Non-PP pupils: 20.6% PA PP pupils: 33.3%</p> <p>PA of PP pupils continues to be the gap we need to close and where significant</p>

Intended outcome	Success criteria	How are we doing so far against our 3-year outcomes (2021-24)
		investment is levied as evidenced in our 3-year strategy

### 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	Third Space Learning
Bookmark Reading	Bookmark
1:1 Reading Intervention	The Literacy Lab
Times Tables Rockstars	Maths Circle Ltd
Big Cat Reading	Collins Learning
Personalised support through a school link worker	West London Zone
School counselling service	Place 2Be

### Service Pupil Premium Funding

N/A for Ark White City