

Pupil premium strategy statement

This statement details Ark Byron Primary Academy'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

School name	Ark Byron Primary Academy
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	21.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022*
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ark Byron LGB
Pupil premium lead	
Governor / Trustee lead	

* Whilst we anticipate the main objectives staying the same, we have taken the decision to review the current priorities over a shorter period than the recommended 3 years. This is due to increased pupil mobility during the Covid period and an anticipated change in pupil numbers and funding in the coming year. This will also allow closer monitoring of the impact of the recovery premium.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905
Recovery premium funding allocation this academic year	£7105
DfE School-led Tutoring Grant Allocation	£5872.50
DfE Senior Mental Health Lead Training Grant	£1200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,082.50

Part A: Pupil premium strategy plan

Statement of intent

We believe in the potential of every child who joins Ark Byron Primary Academy, regardless of background. We want them to leave us ready for secondary education and with genuine choices in how they shape their future. As a school with over a fifth of our 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 and access.

The overall aims of our pupil premium strategy plan are:

- to ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives;
- to provide additional educational support that improves the progress and raises the achievement for these pupils;
- to narrow and close the gap between the achievement of these pupils and their peers;
- to address any underlying inequalities between children eligible for pupil premium and others.

Our key principles:

- 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.
- every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment on entry to the academy
2	Financial constraints that limit opportunity and access to enrichment activities outside of the academy
3	Difficulties developing a love of reading due to decoding, vocabulary or comprehension challenges
4	Additional challenges for children with special educational needs and / or children for whom English is an additional language
5	Home life that impacts on attendance and wellbeing

Intended outcomes

Intended outcome	Success criteria
<p>1. All staff receive the professional development, support and training needed to provide a consistently high quality of provision and raise pupil outcomes.</p>	<p>Teachers are confident in their delivery of the Ark Byron curriculum and mastery approach underpinning this.</p> <p>Teachers are confident in their teaching of reading and understand the Ark Byron reading model, including the delivery of the synthetic phonics programme used in school.</p> <p>Teachers understand the challenges for individual pupils and adapt their teaching to remove barriers to learning.</p>
<p>2. All pupils have access to a high quality, broad curriculum with enrichment opportunities that motivate them to learn and develop their cultural capital.</p>	<p>Successful extension of our curriculum into year 6, developing and embedding the enrichment element (visits/experiences) to build cultural capital.</p>
<p>3. All pupils have access to a high quality music provision.</p>	<p>The Ark music curriculum is embedded and additional opportunities in place for children to participate in choir, ukulele and djembe lessons with specialist teachers.</p> <p>Children access network music opportunities such as gala events or workshops.</p>
<p>4. All children have access to after-school clubs.</p>	<p>High take up of after school clubs.</p>
<p>5. All pupils pass their phonics check and are reading at an age-appropriate level on the school's banded reading scheme.</p>	<p>Continued phonics check pass rate above 90%.</p> <p>Pupils making good progress on the PM Benchmark levels.</p>



<p>6. All pupils have equal access to a broad range of high quality books.</p>	<p>A high quality banded reading scheme and library offer is in place and all children are accessing this.</p> <p>Additional reading opportunities are available for children who may not have access to this outside of the academy.</p>
<p>7. All pupils have opportunities to develop oracy skills across the curriculum and additional support where this may be a barrier to learning.</p>	<p>The Voice 21 Oracy programme is established in school.</p> <p>Additional early language interventions such as NELI and Talk Boost are in place.</p>
<p>8. Pupils with special educational needs have access to specialist support and advice.</p>	<p>Increased school capacity to make specialist referrals (e.g. EP, SaLT) and reduced waiting time for putting specialist support in place.</p> <p>Pupils new to the school and needing targeted support in class have access to a trained adult and make progress against individual targets.</p>
<p>9. Attendance is above 96% for the whole academy.</p>	<p>There is an improving pattern of attendance for individual pupils not at 96% with take-up of support such as breakfast club and Early Help through Ealing's SAFE Team.</p>
<p>10. Strong relationships between home and school enable meaningful support and change for individual families.</p>	<p>Pupils and parents have access to high quality school-based support such as counselling, ELSA sessions and workshops via Ealing's Mental Health Support Team to enhance Early Help plans.</p> <p>Lead members of staff have access to training and support to develop the wellbeing strategy in school.</p>

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: £ 51,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high quality teaching staff	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.	1, 3
Consistent cover teacher to release lead teachers for coaching, enable parent meets and provide leadership time for new to middle leadership teachers	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 Instructional Leadership. Research supports mastery learning closing the attainment gap and allowing pupils to make accelerated progress.	1, 3
Skillsbuilder training and development days	EEF high impact, low cost	2
RWI phonics training and development days	EEF high impact, low cost	3
Recruitment of an additional teaching assistant in KS1 to ensure additional needs are met.	EEF very high impact, low cost	4

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

Budgeted cost: £ 11,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Brightheart Tutors tuition in maths and writing</i>	DfE approved tutoring	1
<i>Reading Plus reading intervention</i>	EEF Reading Comprehension strategies high impact, low cost	3
<i>Additional support for delivery of NELI and Talk Boost interventions in reception and year 1</i>	EEF Oral Language Interventions high impact, low cost	3, 4
<i>New reading books and PM Benchmark</i>	EEF Reading Comprehension Strategies high impact, low cost	3
<i>Coram Beanstalk reading volunteers</i>	EEF Reading Comprehension Strategies high impact, low cost	3
<i>Additional EP time and private SLA with a speech and language therapy service</i>	Supports the graduated assess – plan – do – review process as per the SEN Code of Practice	4

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

Budgeted cost: £17,067.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	EEF high impact	5
<i>Subsidised school trips and residential in y6</i>	EEF high impact	2
<i>Free after school club per child year 1 upwards</i>	Historically supported close relationships between home and school	2
<i>Artis performing arts workshops</i>	To be monitored against wellbeing measures in school	2, 4, 5



<i>Headsight Mental Health Leadership programme</i>	DfE approved course	5
<i>School counselling service</i>	Historically strong uptake and outcomes as measured against the SDQ .	5

Total budgeted cost: £ 80, 082.50

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.

- Improved quality of teaching and increased subject knowledge specialism using a mastery approach, supported by improved data analysis of subject areas and stronger middle leadership.
- Development and extension (in KS2) of a high quality, broad curriculum that motivates pupils to learn and develops their cultural capital. Whilst opportunities were limited by the Covid situation, the enrichment element of our curriculum (visits/experiences) is built in to develop cultural capital.
- Uptake of subsidised summer term clubs and summer school.
- Development of school reading spine and library offer – increased use and borrowing of books. Oxford Owl eLibrary also available during lockdown periods.
- Online tuition continued during lockdown period and children prioritised for community classroom, distribution of Chromebooks for online learning, additional phonecalls home and contact with teachers maintained. Music provision continued throughout the lockdown period.
- High uptake of parental drop-in and online 1:1 pupil sessions with school counselling service, which continued throughout lockdown.

Externally provided programmes

Programme	Provider
RWI Phonics	Oxford University Press
Talk Boost	ICAN
NELI	OxEd and Assessments Ltd
Reading Plus	DreamBox Learning
Skillsbuilder	The Skillsbuilder Partnership
Artis	Artis
Mathletics	3P Learning