

# Archbishop Runcie Church of England (VA) First School



## Pupil premium strategy statement

**“Love to learn, learn to love”**

1 Corinthians 16:13

| 1. Summary information        |   |  |         |   |           |
|-------------------------------|---|--|---------|---|-----------|
| <b>School</b>                 | Archbishop Runcie Church of England VA First School |  |         |   |           |
| <b>Academic Year</b>          | 2019 - 20   | <b>Total PP budget</b>                             | £22,440 | <b>Date of most recent PP Review</b>                  | Sept 2019 |
| <b>Total number of pupils</b> | 162   | <b>Number of pupils eligible for PP &amp; EYPP</b> | 16      | <b>Date for next internal review of this strategy</b> | Sept 2020 |

| 2. Current attainment                                    |                     |                   |                     |                    |                        |                       |
|--|---------------------|-------------------|---------------------|--------------------|------------------------|-----------------------|
|  | Whole cohort: EXS + | Whole cohort: GDS | Pupil Premium: EXS+ | Pupil Premium: GDS | National Average: EXS+ | National Average: GDS |
| % achieving GLD (Reception Year)                         | 83%                 | 30%               | 67%                 | 33%                | 71.8%                  |                       |
| % achieving in phonics (Year One)                        | 90%                 |                   | 75%                 |                    | 81.9%                  |                       |
| % achieving in reading (KS1)                             | 87%                 | 50%               | 100%                | 33%                | 74.9%                  | 25%                   |
| % achieving in writing (KS1)                             | 80%                 | 30%               | 67%                 | 0%                 | 71%                    | 14.8%                 |
| % achieving in maths (KS1)                               | 97%                 | 40%               | 100%                | 33%                | 75.5%                  | 21.7%                 |
| % achieving in combined reading, writing and maths (KS1) | 80%                 | 30%               | 67%                 | 33%                | 65%                    | 11%                   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |  |   |
|--|--|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |   |
| A.   | The majority of our pupil premium children are below age-related expectations when they start school and have poor language and communication skills.  |   |
| B.   | Low aspirations of some pupils and from some parents.  |   |
| C.   | Some parents do not support home learning well e.g. do not hear their children read.   |   |
| D.   | Pupils are not resilient, independent learners and this affects their progress.  |   |
| E.   | Under identification of children who are eligible for Pupil Premium.   |   |
| F.   | Limited progress in writing for PP children.   |   |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |  |   |
| G.   | A large proportion children enter school with English as an Additional Language  |   |
| H.   | Attendance rates for pupils eligible for PP are 94.5% (whole school attendance is 97.2%). This reduces their school hours and can limit their ability to make rapid progress in order to achieve their academic targets. |   |
| I.   | Free Breakfast Club for children eligible for Pupil Premium  |   |
| J.   | Limited Cultural Capital experiences for children entitled to Pupil Premium  |   |
| 4. Desired outcomes  |  |   |
|  | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| A & G & I  | Children enter school ready to learn.  | Pupil's behaviour for learning and attitude to learning is at least good.<br>In EYFS, PP children are prioritised for home visits and they enter the setting ready to rapidly catch up with peers, if necessary.  |
| B  | Children have high aspirations for themselves, academically, pastorally and for their future beyond ARFS.  | Pupil's behaviour for learning and attitude to learning is at least good.<br>Children respond to class teacher feedback daily where appropriate to make rapid progress.<br>Children participate in wide range of events and trips to increase their cultural capital. |
| C & J  | Children have experiences similar to those of their peers.   | Children's reading and homework is completed with their parents.<br>Other additional priorities are identified by the school/ families and are provided for by the school.<br>Opportunities are provided to enrich children's life experiences.                       |
| D  | Children develop resilience and increase independence.   | Baseline and end point survey for PP children that demonstrates children have strong independent skills   |
| E  | Children who are entitled to Pupil Premium funding are identified and receive their entitlement.   | Families who are entitled to PP will be accurately identified and support provided as required.   |

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| <b>F</b> | Accelerated progress is made in writing for children entitled to PP. | Data captures and monitoring show that there is a narrowing gap between those children who are entitled to pupil premium funding and their peers, particularly in writing. |
| <b>H</b> | Attendance of PP is in line with other children                      | Attendance of PP children is at least in line that of with non-PP children.<br>Clear 'upward trend' between 2018-19 and 2019-20 for all PP children.                       |

| 5. Planned expenditure   |  |   |   |            |                                      |
|--|--|---|---|------------|--------------------------------------|
| Academic year  |  | 2019-20   |   |            |                                      |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |   |            |                                      |
| i. Quality of teaching for all   |  |   |   |            |                                      |
| Desir ed outco me  | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead | When will you review implementation? |
| H  | Headteacher time to monitor Attendance of PP   | We want to build of the success of this year to ensure children who are entitled to PP attend school regularly to allow them to make progress.  | Fortnightly attendance briefings (all staff). Half termly monitoring of attendance data by Headteacher. Early identification and support (in line with school policy)                                     | KM         | Termly                               |
| B  | Counselling available  | We want our pupils to emotionally secure and have high self esteem.   | Regular Pupil Progress & SEND reviews to ensure pupils needs are met  | JB/KM      | Termly                               |
| A, E, G, I   | Home visits for PP families (and any families who may be eligible but are yet to complete the application) starting Nursery/school | We want to engage with all families early and value information gained on home visits.  | KW/KF plan visits in advance, share rationale with parents and use information gathered to ensure children enter school positively. Appoint staff with experience of working in areas of deprivation      | KF/KW      | After intake points                  |
| E  | Under identification of pupils who are eligible for PP funding.  | We feel that there are several families who would be entitled to PP funding who are not currently in receipt of this funding.   | Reissue eligibility forms annually and to all new pupils. Regular reminders on school newsletters including benefits for the individual child and school as a whole. Incentives for claiming the funding. | KM         | July 2020                            |
| F  | Purchase PiXL  | We will have an objective, external way to measure baseline and termly progress. We will have question level analysis of high priority children. We will have access to a network of support to further our PP provision. | Pupil tracking systems/reports and Pupil Progress Meetings will evidence strong progress  | JB         | July 2020                            |
| F  | Spelling CPD   | Spelling is currently weak and a barrier to children achieving EXS/GDS  | Appoint English Leader, attend training and develop strategies across the school  | CO         | July 2020                            |

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| F                           | <p>Further increase level of support staff within each Key Stage</p> <p>Deploy staff to undertake interventions with PP premium children in order to narrow the gap between PP children and non-PP.</p> <p>Opportunities for pre-teaching for low attaining PP children.</p> | <p>Increased support and opportunities to pre-learn and revisit objectives will help children to make better progress in their learning.</p> <p>The Sutton Trust Toolkit also evidences Behaviour Interventions and Social &amp; Emotional Learning as having positive impact.</p>                                  | <p>Monitor impact of interventions.</p> <p>Monitor planning and delivery of interventions.</p>                                      | All               | Termly                                      |
| F                           | OTP/DTP CPD for all new staff  | <p>Emphasis on QFT.</p> <p>Teachers to access training and coaching around this area.</p> <p>3 new teachers to attend the Developing Teaching Programme.</p> <p>1 new teacher to attend OTP.</p>  | <p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Lesson observations</p> <p>Pupil voice.</p> <p>Pupil progress meetings termly.</p> | HT                | Termly                                      |
| F                           | Take part in Maths Hub Mastery CPD   | Emphasis on QFT and mastery approach for all children. Opportunities for all children to access work that will enhance the numbers of children working at greater depth across all year groups.   | <p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Lesson observations</p> <p>Pupil voice.</p> <p>Pupil progress meetings termly.</p> | HT                | Termly                                      |
| <b>Total budgeted cost</b>  |  |   |   |                   | £5000                                       |
| <b>ii. Targeted support</b> |  |   |   |                   |   |
| <b>Desired outcome</b>      | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| H                           | Attendance checks/home visits for non-attendance   | Although attendance has improved for PP children there are a small number of hard to reach families who do not engage with school.  | Use Attendance Service at Clennell Education Solutions  | KM                | Termly                                      |
| F                           | <p>Mark PP children's work first</p> <p>Pre-teaching and rapid response/other interventions</p> <p>'Ask more, give more, get more' for PP children.</p>  | <p>Evidence shows that high quality marking and feedback is an effective strategy for raising standards. Staff mark PP children's work first to ensure they get the highest quality marking possible.</p> <p>PP children to be targeted in lessons through pre-teaching and rapid response/other interventions.</p> | Monitoring of pupils books.   | All               | Termly                                      |

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| F                            | Lexia<br>RM EasiMaths<br>TTRockstars  | Impact from Lexia and EasiMaths has been successful during previous years.<br><br>Data from use of the Lexia programme in recent years realised great progress rates in pupils' reading comprehension and word reading skills. The programme can be accessed as a home learning tool as well as providing individualised learning support for reading in school. | Teaching assistants to co-ordinate both interventions for identified pupils across the school.  | Class teachers and SENDCo | Pupil Progress meetings. Interventions log. |
| A, G, I                      | Purchase new Reading Books to ensure they match pupils' ability well<br><br>Purchase & Implement Accelerated Reader £2181 + £500 staff OT           | We want to ensure Reading provision is strong and is well matched to pupil needs.  | Monitoring of Reading provision- resources are well matched to pupils needs.  | JB<br>CO                  | Termly progress meetings                    |
| C                            | Purchase Tapestry and implement Seesaw.<br><br>Offer parent workshops around reading, spelling, behaviour, maths, e-safety                          | We would like to increase parental engagement and home learning opportunities in order to support progress.<br><br>Evidence shows children who are well supported at home make stronger progress.  | Target PP families for Seesaw and Tapestry.<br><br>Target PP families for parent workshops.   | KM                        |   |
| H.                           | Projects/topics to motivate and engage children and families to improve attendance.   | Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance so we are trying new strategies to engage parents and therefore engage children.   | Attendance will improve for those not meeting current targets. Better attendance in school will result in better progress made.<br>Legal consequences for consistent and unauthorised low attendance. | DHT                       | Weekly attendance monitoring/briefings      |
| <b>Total budgeted cost</b>   |   |  |   |                           | £10,000                                     |
| <b>iii. Other approaches</b> |   |  |   |                           |   |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>         | <b>When will you review implementation?</b> |
| C & J                        | Full payment of educational visits and extra-curricular activities, music tuition etc.<br>Provide high quality learning experiences for all pupils, | Children are not disadvantaged by a lack of opportunities.   | -Monitoring of trips and experiences available.<br>-Pupil and parent voice.   | HT and CTs                | July 2020                                   |

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|                            | encouraging them to have high aspirations.   |  |   |                         |           |
| E                          | 10% discount on school uniforms offered as incentive.<br><br>Raffle with prize for all families who complete eligibility paperwork.                                | Often families in our school are reluctant to register for FSM which means our identification of this group is not as accurate as possible. This incentive will encourage families to fill in the eligibility form.  | - Admin staff to liaise with uniform providers<br>- Share incentive with parents on newsletters<br>- New starter families to be informed on application and | Admin HT                | July 2020 |
| E                          | All families re-issued with eligibility for at the beginning of the school year/on admission to school.  | Often families in our school are reluctant to register for FSM which means our identification of this group is not as accurate as possible. We will encourage all families to complete and return the eligibility form.  | -Admin staff to send out form to all families in in September and include as part of the new starters (Nursery & Rec) packs                                 | Admin                   | July 2020 |
| A, G, I                    | Subsidised attendance at Breakfast Club<br><br>Breakfast Club leader to invite PP children for taster sessions and speak to families in person to increase take up | We want to offer wrap around care for our families whilst also offering subsidised places to pupils eligible for PP. Teeside Research Repository has noted the positive impact on breakfast clubs on attendance and school punctuality.                          | -Seek to set up a school based Breakfast Club in Autumn Term 2018   | Breakfast Club staff HT | July 2020 |
| A, G, I                    | Outdoor learning opportunities<br>Visits etc funded  | Research around outdoor learning consistently shows positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress. | -Arrange termly Forest School Activities at school for each class<br>- visit linked to "Face your fears"<br>-Y4 residential introduced                      | CTs                     | July 2019 |
| <b>Total budgeted cost</b> |  |  |   |                         | £7440     |

| 6. Review of expenditure   |                          |   |   |      |
|--|--------------------------|---|---|------|
| Previous Academic year   |                          | 2018-19   |   |      |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |                          |   |   |      |
| iv. Quality of teaching for all  |                          |   |   |      |
| Desired outcome  | Chosen action / approach | Estimated impact: Did you meet the success criteria?<br>Include impact on pupils not eligible for PP, if appropriate. | Lessons learned<br>(and whether you will continue with this approach) | Cost |

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| D. Rapid and sustained progress made between leaving Reception and leaving Key Stage One for pupils eligible for Pupil Premium.  | Greater depth focus and challenge within lessons- particularly in writing and mathematics.<br>Enhancement of the curriculum to develop excitement and hooks for writing.  | In Maths, 67% of PP children showed accelerated progress<br><br>In writing, 33% of PP children made accelerated progress.  | Children need further opportunities to write at length and across the curriculum.   | £11,540     |
| E. An increase in the number of children who are exceeding the expected standard by the end of Key Stage One.  | As above – the whole school emphasis will increase progress throughout the year for all pupils.   | 33% of PP children achieved GDS in Reading and Maths.<br>PP children in KS1 Had lower starting points.   | Writing will be a whole school focus next year.   |             |
| C. Improved attainment for GLD at the end of Reception for pupils eligible for PP.<br><br>D. Rapid and sustained progress made between leaving Reception and leaving Key Stage One for pupils eligible for Pupil Premium.<br><br>E. An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | Increase level of support staff within each Key Stage<br><br>Deploy staff to undertake interventions with PP premium children in order to narrow the gap between PP children and non-PP.<br><br>Opportunities for pre-teaching for low attaining PP children. | In 2018 75% of the 4 PP children archived GLD. This decreased to 67% of the 3 PP children in 2019.<br><br>Interventions were undertaken and individuals made progress. | Level of support for children in Rec was not high enough (part time & EHCP support included) so support has been increased for 2019-20.                                   |             |
| <b>v. Targeted support</b>   |   |  |   |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria?<br>Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| A. Children enter school ready to learn.<br>B. Children have experiences similar to those of their peers.  | Close communication with parents and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT.   | Success criteria partially met- Feedback from parents re communication is positive (see questionnaires) but not all parents responded.                                 | This approach needs to be further developed and embedded as relationships are built and further improved. Not all parents are yet fully engaged in the life of the school | £5,000      |

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| D.Improved rates of progress at the end of Key Stage One for pupils eligible for PP.<br><br>E. An increase in the number of children who are exceeding the expected standard by the end of Key Stage One. | Mark PP children's work first<br><br>Targeted reading support for PP children.   | D- At the end of KS1 (2019) 100% of PP children had made accelerated progress in Reading, but only 33% had made accelerated progress in Writing and Maths therefore this must remain a focus for the school next year.<br><br>E-Attainment of GDS for PP children in KS1 was 67% in Reading, 0% in writing and 33% in Maths. | This approach has been partly successful but needs to be further improved next year.  |        |
| D.Improved attainment at Greater Depth at the end of Key Stage One for pupils eligible for PP.  | Lexia<br>RM Easimaths  | Attainment of GDS for PP children in KS1 was 67% in Reading, 0% in writing and 33% in Maths.   | This approach has been partly successful but needs to be further improved next year.  |        |
| F. Improved attendance of pupils eligible for PP.   | Projects/topics to motivate and engage children and families to improve attendance.  | Significant progress has been made for some pupils but the attendance of some individual pupils remains a cause for concern as the family is reluctant to engage with school.  | This approach has been successful for a large proportion of families but but needs to be further improved next year for hard to reach parents. Seek advice from LA & Clennell Education Solutions |        |
| vi. Other approaches  |  |  |   |        |
| Desired outcome   | Chosen action/approach   |  |   | Cost   |
| B. Children have opportunities to access all educational experiences available.   | Full payment of educational visits and extra-curricular activities, music tuition etc.<br>Provide high quality learning experiences for all pupils, encouraging them to have high aspirations. Forest School activities/Outdoor learning opportunities | Success criteria met- all children have had access to all educational experiences, including residential.  | Not all parents access social events due to costs- consider offering financial support for families to attend social events in the community e.g. PTFA BBQ  | £9.000 |



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|   | OAA planned in to PE sessions and Andy Vince to deliver in Autumn Term   |   |  |  |
| F. Accurate identification of families who are entitled to PP | 10% discount on school uniforms<br>All families re-issued with eligibility for at the beginning of the school year/on admission to school. | Success criteria not fully met- we believe further under identification remains a barrier | Need to advertise discounts & benefits earlier (e.g. at intake meetings, before Sept)  |  |
| A. Children enter school ready to learn.                      | Subsidised attendance at Breakfast Club (when established)   | Success criteria not fully met- uptake has been limited                                   | New Breakfast Club leader to approach families face to face/individually to share benefits and entitlement.<br>Consider providing Cereal Bars to PP children if they do not attend Breakfast Club. |  |