



## Pupil premium strategy statement 2020-21

**Our original Mission:** *"A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose".*

### School overview

Metric	Data
School name	Archbishop Runcie CE First School
Pupils in school	159
Proportion of disadvantaged pupils	16% (Rising year on year)
Pupil premium allocation this academic year	£33,935 (estimated - final figure will be awarded after Jan 2021 census)
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Kate Massey (Headteacher)
Pupil premium lead	Jonathan Booth (Deputy Headteacher)
Governor lead	Sarah Pickett

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

All information accurate as of October 2020.

Assessment information is based on September baseline for relevant year groups where statutory assessments were unavailable.

## Strategy aims for disadvantaged pupils

Measure	Number of PP chdn	% of PP chdn also on SEN register	End of Year Target
Meeting expected standard end of Reception	6	0%	
Meeting expected standard at end of Year 1	6	17%	100% Reading EXS+ 100% Writing EXS+ 100% Maths EXS+
Achieving higher standard at end of Year 1			0% Reading GDS 0% Writing GDS 17% Maths GDS
Meeting expected standard at end of Year 2	5	40%	60% Reading EXS+ 60% Writing EXS+ 60% Maths EXS+
Achieving higher standard at end of Year 2			20% Reading GDS 20% Writing GDS 20% Maths GDS
Meeting expected standard at end of Year 3	5	40%*	60% Reading EXS+ 60% Writing EXS+ 60% Maths EXS+
Achieving higher standard at end of Year 3			40% Reading GDS 40% Writing GDS 40% Maths GDS
Meeting expected standard at end of Year 4	7	43%*	57% Reading EXS+ 57% Writing EXS+ 71% Maths EXS+
Achieving higher standard at end of Year 4			0% Reading GDS 0% Writing GDS 0% Maths GDS
*This includes children who are pending assessments but are likely to be added to the SEND register this academic year.			

<b>Rationale and school mission</b>	Our Trust Deed (26 <sup>th</sup> April 1861) states that our primary purpose, as a school is for “... <i>the education of the poor...</i> ’ In 2020, we recognise the historic role the school played for the education of the most vulnerable of Gosforth. We recognise our role in promoting the next generation of children to learn to love and love to learn, as exemplified by our school motto, and our social justice mission to <b>narrow the gap</b> between those who are advantaged and those who are disadvantaged which we share with our predecessors, the wider church mission and the message of Jesus Christ.
<b>Measure</b>	<b>Activity</b>
Priority 1	Maximise the teaching of basic English skills, including Phonics, and intervention throughout EYFS, KS1 and in KS2. This will address gaps in learning, including those partially caused by COVID-19 lockdown. Rapid progress and sustained attainment should be evident.
Priority 2	Support the wider needs of our PP cohort across the school, including children with additional needs, those not yet identified as Pupil Premium, those with lower rates of attendance and/or punctuality and those more vulnerable in line with our trust deed and Christian mission.
In-school barriers to learning these priorities address and percentage of cohort relevant	<ul style="list-style-type: none"> <li>English skills, including reading and writing, excluding phonics (62%)</li> <li>Early reading, specifically phonics (45%)</li> <li>Speech and language and broader communication issues (24%)</li> <li>Crossover between SEND and PP (28% including pending assessments)</li> </ul>
External barriers to learning these priorities address and percentage of cohort relevant	<ul style="list-style-type: none"> <li>Under identification and reluctance for families to apply for FSM (N/A)</li> <li>Attendance and punctuality (24%)</li> <li>Social and emotional needs of the child (28%)</li> <li>Socio-economic difficulties, including poor housing, lack of disposable income and wider family circumstances (e.g. domestic violence) (48%)</li> </ul>
Projected spending	£33,935 approx.

## Tiered Approach to Pupil Premium Spending:

From the Education Endowment Foundation, 'The EEF Guide to Pupil Premium', June 2019

Tier	Context
Teaching	Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is 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.
Targeted Academic Support	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy
Wider strategies	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

## Teaching priorities for current academic year

Measure	Activity	Monitoring
<b>Priority 1</b> <i>Maximise the teaching of basic English skills, including Phonics, and intervention throughout EYFS, KS1 and in KS2. This will address gaps in learning, including those partially caused by COVID-19 lockdown. Rapid progress and sustained attainment should be evident.</i>	<ul style="list-style-type: none"> <li>An 'Ask More, Give More, Get More' approach across the school for PP children – ask more of and from PP children, give more support, and get more out of them that permeates everything staff does as part of our social justice mission.</li> <li>During whole-school CPD sessions, there is always a focus on impact on vulnerable pupils including PP.</li> <li>Specific focus on standards of English across all areas of the curriculum within CPD.</li> <li>Support given to early career teaching, with especially close support for newly qualified teachers, on good PP practice.</li> <li>Research-led CPD focused on improving the quality of teaching.</li> </ul>	Regular whole-school book scrutinies and learning walks.
<b>Priority 2</b> <i>Support the wider needs of our PP cohort across the school, including children with additional needs, those not yet identified as Pupil Premium, those with lower rates of attendance and/or punctuality and those more vulnerable in line with our trust deed and Christian mission.</i>	<ul style="list-style-type: none"> <li>Staff involved in the identification of barriers, measurable interventions and the formulation of the whole-school PP strategy.</li> <li>Staff value positive relationships with families and invest time getting to know the individual circumstances of all children in their class.</li> <li>Attendance policy supports and reflects the focus on early intervention to improve the attendance of vulnerable pupils, especially PP.</li> <li>All staff involved in formulating the vision of the school based upon the school's original trust deed in conjunction with the governing body and other stakeholders.</li> </ul>	Termly pupil progress meetings.  Attendance and safe-guarding audits and monitoring.  Staff able to articulate vision of the school.
Projected spending	£5000	

## Targeted academic support for current academic year

Measure	Activity	Monitoring
Maximise the teaching of basic English skills, including Phonics, and intervention throughout EYFS, KS1 and in KS2. This will address gaps in learning, including those partially caused by COVID-19 lockdown. Rapid progress and sustained attainment should be evident.	<ul style="list-style-type: none"> <li>An 'Ask More, Give More, Get More' approach across the school for PP children – ask more of and from PP children, give more support, and get more out of them that permeates everything staff does as part of our social justice mission.</li> <li>Additional staffing used specifically to aid PP children both in lesson and outside of lesson – this includes both teachers and support staff being used to target PP children.</li> <li>Additional questions in class for PP children, both in whole-class discussion and small group, by class teachers.</li> <li>Priority marking: specifically, this means individualised response, additional time spent marking and a focus on responsive marking additional to non-PP children.</li> <li>Additional planned interventions specific to each PP child who is not on track to achieve their target.</li> <li>Priority use of Rapid Response and other reactive interventions where appropriate, especially related to English and basic skills.</li> <li>Priority one-to-one reading compared to non-PP and, for relevant year groups, additional use of Accelerated Reader to improve assessment and matching of books to support challenge.</li> <li>Additional phonics support and resources specifically for intervention.</li> </ul>	<p>Regular whole-school book scrutinies and learning walks.</p> <p>Termly monitoring of interventions.</p> <p>Provision map costings and analysis.</p> <p>Monitoring of 1:1 reading.</p> <p>Monitoring of phonics teaching and assessment.</p>
Projected spending	£20,000	

## Wider strategies for current academic year

Measure	Activity	Monitoring
<b>Priority 1</b> <i>Maximise the teaching of basic English skills, including Phonics, and intervention throughout EYFS, KS1 and in KS2. This will address gaps in learning, including those partially caused by COVID-19 lockdown. Rapid progress and sustained attainment should be evident.</i>	<ul style="list-style-type: none"> <li>• New bespoke English curriculum focused upon increasingly automating reading and writing processes.</li> <li>• Continuity of staffing wherever possible.</li> <li>• Additional staffing ratios in place during COVID-19 period.</li> <li>• Additional SLT time to monitor impact of PP.</li> <li>• PP and SEN part of all monitoring.</li> <li>• Robustly planned Remote Learning offer for relevant children (including additional focus for PP children who are self-isolating).</li> <li>• Use of Lexia for appropriate children.</li> </ul>	<p>Regular whole-school book scrutinies and learning walks with an additional focus on basic skills within English.</p>
<b>Priority 2</b> <i>Support the wider needs of our PP cohort across the school, including children with additional needs, those not yet identified as Pupil Premium, those with lower rates of attendance and/or punctuality and those more vulnerable in line with our trust deed and Christian mission.</i>	<ul style="list-style-type: none"> <li>• Priority special educational need referrals for PP children to ensure accurate and early identification.</li> <li>• Admin officer dedicated time for new families focused upon accurate PP identification.</li> <li>• Use of leadership time to support vulnerable families, including the use of Early Help Plans and parent check ins where relevant.</li> <li>• Effectively support PP pupils with additional social and emotional needs so that they can learn effectively; this includes the use of Boxall profiles (in order to provide baseline assessment and subsequent intervention) for Social, Emotional and Mental Health (SEMH) improvements.</li> <li>• Additional PP lead time to support SEMH and SEND needs for children who are both PP and have SEND.</li> <li>• Staff aware of children who are both SEND and PP.</li> <li>• Additional staffing time for SEND+PP children (See provision map).</li> <li>• Restorative justice approach within school to deal with conflict.</li> <li>• Secure relationships built within school through teacher time and effort.</li> <li>• Attendance officer used to support PP families more broadly, including those with punctuality and attendance issues.</li> <li>• Additional staffing focused not just on academic equity but also emotional equity for those more vulnerable.</li> <li>• Fund educational visits and experiences, for children in receipt of PP, to ensure they are not disadvantaged by lack of cultural capital experiences.</li> </ul>	<p>Termly pupil progress meetings.</p> <p>Attendance reviewed at least termly with parents. Regular learning walks.</p>
Projected spending	£8935	





## Review: undertaken at end of year

<b>Context</b>	<p>The effect of COVID-19 and the subsequent shutdown mid-year has had significant effects on the proposed outcomes from last year's Pupil Premium strategy. This effect can be seen in the priorities chosen for 20-21 and this review informs the strategy for 20-21 closely.</p> <p>In addition, it is important to note that <b>all PP families were offered places in school early in the lockdown period</b> as the school chose to categorise all PP families as vulnerable. The school worked closely to encourage reluctant PP families to attend school and there was increased communication between the school and PP families, including more than once a week phone calls, donations of electronic devices, food parcel deliveries and bespoke work for our most vulnerable families.</p> <p>In addition, the number of PP families has increased, from 13 in September 2019 to 29 in September 2020. See below for further information.</p>
<b>Aim</b>	<b>Outcome</b>
<b>Children enter school ready to learn.</b>	<p>Children who are PP continue to enter with a lower baseline than non-PP. This is shown in EYFS. However, EYFS PP progress is better than non-PP in most subjects which shows that the gap is narrowing here. Staff are aware of the importance of ensuring that PP children are on task and come ready to learn. Staff continue to maximise opportunities through their close knowledge of children and their families. This was exemplified throughout the COVID-19 experience through close home-school liaison. This should continue to be a focus in 2020-21 through quality first teaching.</p>
<b>Children have high aspirations for themselves, academically, pastorally and for their future beyond ARFS.</b>	<p>PP children take part in a range of educational visits at no charge that broaden their aspirations and horizons and to raise children's cultural capital. This included the school's first residential for Year 4 children in which all PP children in the class took part. Given current restrictions, this target should be focused upon through quality first teaching in lieu of educational visits outside the classroom. Children continue to respond closely to their 'Think Pinks' where appropriate and scrutiny showed that PP books received closer marking than non-PP children.</p> <p>At the heart of our PP provision, we continue to recognise the school's role in promoting the next generation of children to learn to love and love to learn, as exemplified by our school motto, and our social justice mission to <b>narrow the gap</b> between those who are advantaged and those who are disadvantaged which we share with our predecessors, the wider church mission and the message of Jesus Christ.</p>

<b>Children have experiences similar to those of their peers.</b>	As above. In addition to this, a range of additional homework systems have been purchased to complement the already comprehensive systems. Tapestry is available for all children to access home learning due to COVID-19 absence, with staff paying closer attention to ensuring PP children are engaged wherever possible. Lexia is targeted for vulnerable children. IXL provides bespoke feedback to children and allows better targeting than previous homework systems. These programs were trialled during the lockdown period with success.
<b>Children develop resilience and increase independence.</b>	Principles around metacognition were beginning to be embedded prior to March 2020. From March, staff took part in a wide range of CPD focused on quality first teaching, including Rosenshine principles and ideas around cognitive load theory, specifically with PP, SEND and other vulnerable children in mind. The marking system continues to be embedded so that children take ownership of their own development. This continues to be a close focus as subjects are developed.
<b>Children who are entitled to Pupil Premium funding are identified and receive their entitlement.</b>	This was a significant success. During the lockdown period, staff worked tirelessly to identify and encourage families to check their eligibility. Since the 2019-20 Strategy, the number of PP children has almost doubled – this is not due to significantly different demographics but due to increased identification further up the school. Lessons learned include a continued dialogue around family circumstances and close home-school relationships.
<b>Accelerated progress is made in writing for children entitled to PP.</b>	<p>Assessing data is difficult due to COVID-19 and because PP children tend to have a lower baseline than non-PP within our school. As such, data is only available from baseline to March 2020 and does not reflect the potentially longer-term improvement of these children.</p> <p>EYFS data does, though, suggest a more positive upshift with progress for PP children stronger than non-PP in almost all areas; however, this is not reflected in progress for children in Number which should continue to be a focus for EYFS next year.</p> <p>In Years 1-4, progress was marginally less for PP than non-PP (less than a fifth of a term less on average), other than in reading where the difference was more significant (0.7 terms). However, the number of children moving to combined RWM moved from 31% to 62%, whilst non-PP only saw an 18 point increase. Non-PP progress tended to be stronger due to high numbers of non-PP moving from EXS to GDS. Broad conclusions are difficult to make given the timing and the low numbers of children at the time compared to this coming year. However, increased progress, especially in Writing, should be a close focus for all staff and must be closely monitored by leadership.</p>
<b>Attendance of PP is in line with other children.</b>	<p>PP attendance is 2.9 points higher than the national average for PP. However, there remains a 1.6 point difference between PP and non-PP within ARFS.</p> <p>There was no attendance gap between PP and non-PP in Autumn 1 – however, in Autumn 2 there was a 2 point gap, and in Spring 1 there was a 5 point gap. This was due to a very small number of PP families, as evidenced by the PA rate in Spring 1 being 21 points higher for PP. These individual families have had close work by the Attendance Officer and results seemed to improve in the few weeks of Spring 2 pre-lockdown. Attendance must be a focus for the coming year, albeit with the caveat of COVID-19-related absences and a change in focus for the local authority in terms of legal prosecution. As a result, attendance will require continued close home-school liaison, particularly by teaching staff.</p>