



Be strong; be courageous. Do everything in love.

1 Corinthians 16:13-14

Pupil Premium strategy statement 2022-23

This statement details our school's use of pupil premium 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.

Pupil premium strategy statement

School overview

Detail	Data
School name	Archbishop Runcie CE First School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	1 st December 2021
Date on which it has been reviewed	1 st November 2022
Date on which it will be next reviewed	1 st October 2023
Statement authorised by	Mrs Kate Massey
Pupil premium lead	Mr Jonathan Booth
Governor / Trustee lead	Sarah Pickett and Teaching and Learning Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,670
Recovery premium funding allocation this academic year	£1,810 (to March 2023)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,480

Part A: Pupil premium strategy plan

Statement of intent

For there will never cease to be poor in the land. Therefore I command you, "You shall open wide your hand to your brother, to the needy and to the poor, in your land." Deuteronomy 15:11

Our Trust Deed (26th April 1861) states that our primary purpose, as a school is for "...the education of the poor..." Today, 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 be courageous and do everything in love, as exemplified by our school motto, and our social justice mission to narrow the gap 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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas and fulfil their God-given potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity outlined in this statement is directed at improving the teaching of children who are disadvantaged but, equally, is designed to support children of all needs, recognising that disadvantage comes in many different sizes, types and durations. We know that what we do now has ramifications for the rest of our children's lives and that we, as a school, can play our part in narrowing that disadvantage to the very best of our abilities.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are still behind non-disadvantaged across school, particularly in English.
2	Disadvantaged children on average arrive in school already behind their peers in terms of academic attainment as well as more broadly, including cultural capital
3	Staff are early career and need further guidance and modelling of excellent practice.
4	Attendance for some disadvantaged children is below non-PP (91.1% vs 96.5% for 2020-21).
5	There is a significant overlap between PP and SEND (33% of SEND are also PP, compared to an average of 18% of children having PP status across the school). This means that their needs are broader than simply disadvantage.

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
The gap between PP and non-PP children is reduced, particularly in English, but also combined in all subjects.	<ul style="list-style-type: none"> - Gap between PP and non-PP is eliminated by the end of 2023-24 in terms of combined RWM data for the majority of children, particularly those who have been with the school longer - The percentage of children who are both PP and high attainers increases by the end of Year 4, with a particular focus on children who are earlier in their schooling careers - High quality English teaching, particularly writing, embedded further, as evidenced through triangulation (book scrutiny, pupil voice, observation).
The gap between PP and non-PP specifically in terms of reading and cultural capital is reduced, particularly at the earliest stages of education	<ul style="list-style-type: none"> - Gap between PP and non-PP is eliminated by the end of 2023-24 in terms of Phonics Screen data, as well as internal phonics data in Reception and Year 1. - Language rich, literate classrooms evident in the very earliest stages of a child's journey at this school - Use of specific intervention (e.g. for Speech and Language) where necessary for specific children to eliminate gap as early as possible

<p>Continue to support the wider needs of our disadvantaged cohort through ensuring high levels of attendance, exposure to deep bodies of cultural capital across the curriculum, and the emotional well-being of our most vulnerable in line with our trust deed and Christian mission.</p>	<ul style="list-style-type: none"> - Gap between PP and non-PP in terms of attendance is eliminated by end of 2023-24 - PP children are exposed to a challenging broad and balanced curriculum, achieving well not just academically but culturally, as evidenced through triangulation - The gap between the percentage of disadvantaged and non-disadvantaged who are persistently absent eliminated and the attendance gap between children who are disadvantaged and non-disadvantaged also eliminated
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Activity in this academic year (2022-23)

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: £24,302 Activity 2022-23	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional time for PP lead to lead staff development across the school, putting into practice educational research for all children but particularly those who are disadvantaged</p>	<p>Ofsted Research Reviews and DfE Reading Framework both strongly recommend staff and leaders working together to focus on their practice and remembering that quality-first teaching has the most significant impact.</p>	<p>1, 2, 3, 5</p>
<p>Further strengthen Read Write Inc. with a focus on ECTs. (Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, plus the resources and training.)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5</p>
<p>Development of curricula,</p>	<p>Ofsted Research Reviews strongly recommend leaders working together with staff to produce curricula that is bespoke to the needs of a school's context as well as being ambitious and challenging. PP lead to</p>	<p>1, 2, 3, 5</p>

	focus on this and also develop it with teachers and middle leaders directly.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) for 2022-23

Budgeted cost: £10,143

Activity 2022-23	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of teaching assistants to release staff as appropriate to provide pre and post-teaching) as part of school's 'ask more, give more, get more' approach, as well as same day intervention (Rapid Response</p>	<p>EEF research (Making Best Use of TAs and TA Interventions) is clear that TAs are an important lever to use for all children, including children who are disadvantaged, but this comes with significant caveats. As a result, teachers will utilise TAs to supplement their practice and allow teachers to provide the vast majority of pre and post-teaching. This will be targeted at children who are behind ARE or who could be extended to be higher attainers. Further training for TAs will be completed by senior leaders and this will coincide with TA's appraisal targets.</p>	<p>1, 2, 3, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) for 2022-23

Budgeted cost: £4035 Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club and use of Attendance Officer	In conjunction with embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4

Total budgeted cost: £ 38,480

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Outcome
<p>Additional time for PP lead to lead staff development across the school, putting into practice educational research for all children but particularly those who are disadvantaged</p>	<p>The PP Lead has led a vast array of staff training through staff meeting time, focused on embedding the Ask More, Give More, Get More approach and research-backed pedagogy. Examples of this includes more consistent routines, formative assessment techniques (including those linked to Rosenshine Principles training by Tom Sherrington), improving staff curriculum knowledge and assessing and addressing impact for those across the bottom 20%.</p> <p>The PP lead has coached every teacher, impacting practice within the classroom evidenced through book scrutiny and observation, but there was a particular focus of teacher time on disadvantaged pupils who are behind age-related expectations. This has led to many individual success stories and accelerated progress from children significantly behind. This is particularly evident in foundation subjects, where children increasingly engage well with a robustly challenging broad curriculum.</p> <p>Year 2 statutory testing was re-introduced this academic year, with PP outperforming non-PP (90% EXS+ vs 65% for non-PP), demonstrating the long-term intervention that has occurred within this class and the particularly close work of the PP lead with this cohort. This class has 33% PP, the highest in the school by a significant margin, demonstrating the success of whole-school initiatives upon the class.</p> <p>However, whole-school data is less positive. For children who were disadvantaged this academic year, the gap between PP and non-PP widened (this year, 46% EXS+ vs 75% EXS+; this was 52% EXS+ vs 69% in 2020-21). The reasons for this are multi-faceted and there are other complex factors to consider:</p> <ul style="list-style-type: none"> - The PP Lead's time was limited by a number of factors, including deputising for the headteacher, paternity leave and the needs of one disadvantaged child being acute. This meant that the coaching programme's time was significantly limited.

	<ul style="list-style-type: none"> - Progress in Writing was stronger for PP than non-PP. Writing was the main focus for the school this academic year, showing that, whilst there still is a gap, the targeting was correct whole-school. - Assessment was significantly tightened in 2021-22 compared to 2020-21, with procedures differing, making comparisons between the two year groups challenging. 2021-22 should thus be compared to future assessment cycles. - Non-PP performed stronger than expected. 25% of non-PP attained Greater Depth in core curriculum areas. There have been significant demographic shifts with new intakes that need to be taken into consideration for future PP strategies. - Performance was poorest for those children who were both disadvantaged and had Special Educational Needs – a number of these children have very extensive needs that were most acute this academic year and are in the process of multi-agency assistance. Their needs are complex and the impact of school involvement should be measured over multiple years. - A number of mid-year staff appointments leading to redirection of leadership resources to specific year groups. <p>Looking to the next academic year, the PP Lead and Headteacher have agreed the following:</p> <ul style="list-style-type: none"> - Protecting teaching coaching time and changing its format to increase its intensity and length. - Increased time to impact TA deployment. - Further training on assessment for all staff and close monitoring. - A focus on PP intervention, particularly for those who are behind age-related expectations. - A particularly close focus on children who have both SEND and PP in all forms of scrutiny and analysis at all levels. - Further work on improving middle leadership to ensure that unforeseen challenges do not derail long-term strategies, improving leadership at all levels and delegation, as well as upskilling of staff. - A focus on the year groups where disadvantage is most profound.
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, plus the resources and training.</p>	<p>The validated SSP programme, Read Write Inc., has been implemented successfully at significant pace. There has been extensive whole-school training but training for new staff in the 2022-23 year was completed in the summer holidays to ensure a smooth transition. Significant leadership time is being used to ensure RWI teaching is of a</p>

	<p>high quality nature, including weekly briefings and daily coaching from a lead Phonics practitioner. The SENCo delivers Phonics for the children most in need within a small group.</p> <p>The impact of this implementation should be measured over a long period as an effective SSP programme affects English and broader curriculum success into Key Stage 2 (DfE Reading Framework, 2021). The sample size of those who are disadvantaged and in KS1 receiving RWI is small. However, results from 2021-22 show:</p> <ul style="list-style-type: none"> - No PP children in Reception were below the required end of year assessment. This demonstrates the success of RWI when it is implemented as the children's first and only exposure to a SSPP. - In Year 1, two disadvantaged children did not pass the Phonics Screen. The remaining two did. These children will continue to receive intensive Phonics work to ensure they pass the Year 2 Phonics Screen. - All PP children in Y2 passed the Christmas 2021 Phonics screen. <p>In Key Stage 2, older children who needed to catch up made significant progress due to intensive intervention.</p> <ul style="list-style-type: none"> - All Year 4 children left able to decode and read ready for middle school, working at least at Year 3 Expected Standard, narrowing the gap from working far further behind prior to RWI implementation. The feeder middle school uses the same SSPP and extended transition activities were put in place in readiness for these pupils. - Year 3 children similarly made significant accelerated progress, but two PP children remain at risk of not being middle school ready, reading at a low Year 2 level. These children are priorities for the next year. <p>RWI's implementation has led to a narrowing of the gap for disadvantaged children who were significantly behind – however, there are still a small number of children (4) who need to make further still progress to eliminate this gap entirely. The Reading Lead and SENCo are leading this.</p>
<p>Development of curricula, especially Reading Spine and English curriculum being further developed, as well as broad curriculum more generally</p>	<p>The Reading Spine and English curriculum has been successfully embedded. The impact of this is beyond English lessons, as book analysis shows that all pupils, but particularly disadvantaged, have significantly improved cross-curricular writing compared to last academic year. Curriculum plans more broadly have been embedded successfully and the vast majority of subjects have highly secure, successful curriculum plans, with others</p>

	that have been partially implemented being completed in Autumn 2022. The outcome is PP children being increasingly engaged with lessons – as formalising assessment in foundation subjects is a school development target for 2022-23, the impact of this will be measured more thoroughly next academic year.
School-led tutoring for 13 children, 15 hours per child, performed by class teacher (tutoring for the cost of teacher to cover the class)	Tutoring was completed by class teachers, with the remaining children within the class taught by a highly experienced teacher to limit any negative impact, with a focus on Writing. The outcomes were mixed: 6/15 were in Year 2 and all children attained the Expected Standard in Writing; however, in other year groups less than half attained Expected Standard at the end of their year group. However, progress for these children was stronger than non-PP, thus the gap narrowed, albeit not quickly enough. Additionally, class teachers reported more positive attitudes and confidence within Writing due to this work and there was a narrowing of the gap towards expected standard.
Use of teaching assistants to release staff as appropriate to provide pre and post-teaching) as part of school's 'ask more, give more, get more' approach, as well as same day intervention (Rapid Response)	Same day intervention was used frequently to avoid children falling further behind – this is evidenced by falling numbers of children who are significantly working below, thus achieving accelerated progress. However, there were specific issues that reduced the impact of this, as outlined above. Next academic year should include a tighter focus on TA deployment and correct intervention output.
Breakfast Club and use of Attendance Officer	<p>The Attendance Officer, alongside senior leaders, has continued to build strong relationships with disadvantaged families with attendance difficulties, inviting them into school to resolve issues as appropriate.</p> <p>There was a notable gap between PP and non-PP attendance of almost three percentage points. However, it is most stark in terms of persistent absenteeism: a third of PA comes from disadvantaged children. This will require continued long-term work and analysis.</p> <p>Breakfast Club has been an essential element in multiple disadvantaged children's daily routines and is one of the areas that the school is proudest of. It provides stability and continuity, as well as a secure form of morning meal, for our most vulnerable – case studies of children who have accessed this show that attitudes to school improved, as well as emotional stability. This has included highly challenging children with SEND crossover and children at risk of being school-refusers.</p>

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
White Rose Maths Premium Resources	Trinity MAT
Accelerated Reader and STAR Reading	Renaissance Place
Read Write Inc.	Oxford Owl