



**Be strong; be courageous. Do everything in love.**

1 Corinthians 16:13-14

## **Pupil Premium strategy statement**

This statement details our school'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.

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Archbishop Runcie CE First School
Number of pupils in school	174 (186 in Spring)
Proportion (%) of pupil premium eligible pupils	18% (31 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> November 2022
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	£35,625 (which includes an additional grant of £1,685)
Recovery premium funding allocation this academic year	£2,718 (to March 2022)
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	£38,343

# 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"> <li>- 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</li> <li>- 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</li> <li>- High quality English teaching, particularly writing, embedded further, as evidenced through triangulation (book scrutiny, pupil voice, observation).</li> </ul>
The gap between PP and non-SEND specifically in terms of reading and cultural capital is reduced, particularly at the earliest stages of education	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Language rich, literate classrooms evident in the very earliest stages of a child's journey at this school</li> <li>- Use of specific intervention (e.g. for Speech and Language) where necessary for specific children to eliminate gap as early as possible</li> </ul>

<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"> <li>- Gap between PP and non-PP in terms of attendance is eliminated by end of 2023-24</li> <li>- PP children are exposed to a challenging broad and balanced curriculum, achieving well not just academically but culturally, as evidenced through triangulation</li> <li>- 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</li> </ul>
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## 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: £17,052

Activity	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>Read Write Inc. (Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5</p>
<p>Development of curricula, especially reading Spine and English curriculum being further developed, as well as broad curriculum more generally</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 focus on this and also develop it with teachers and middle leaders directly.</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £12,856.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led tutoring for 13 children, 15 hours per child, performed by class teacher (tutoring for the cost of teacher to cover the class)</p>	<p>EEF research (<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>) shows power of small group tuition – however, it is best when led by the most qualified staff member. As a result, school will release class teachers who know their children best to undertake this tutoring, with an experienced teacher covering the whole-class during this release time.</p>	<p>1, 2, 3</p>
<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 (<a href="#">Making Best Use of TAs and TA Interventions</a>) 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)

<b>Budgeted cost: £4573 Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Breakfast Club and use of Attendance Officer	In conjunction with embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	4

**Total budgeted cost: £ 38,343**

## 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.

Aim	Outcome																																													
<p>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.</p> <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>	<table border="1" data-bbox="804 535 1466 707"> <thead> <tr> <th>Subject</th> <th>Percentage meeting ARE+, September 2020</th> <th>Percentage meeting ARE+, July 2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>7%</td> <td>59%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>59%</td> </tr> <tr> <td>Maths</td> <td>28%</td> <td>76%</td> </tr> </tbody> </table> <p>Assessment shows accelerated progress for Pupil Premium children and the effective teaching of basic English skills. There was a particularly notable gap between Reading and Writing data at the start of the year for PP and non-PP (whilst the majority of PP were neither at ARE+ for reading or writing at the start of the year, the majority were further behind in writing than reading) – this gap has mostly been eliminated.</p> <p>An 'ask more, give more, get more' approach is well-embedded. Staff know their PP well and can talk passionately about what each child might need. Books show additional focus for PP children. The vast majority of PP children were in school for the Spring 2021 'lockdown', with almost all being offered places due to their PP status. This, combined with smaller class sizes, has meant the gap between PP and non-PP has narrowed:</p> <table border="1" data-bbox="823 1480 1466 1711"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Disadvant. meeting ARE+</th> <th colspan="2">Non-disadv. meeting ARE+</th> </tr> <tr> <th>EOY 2020</th> <th>EOY 2021</th> <th>EOY 2020</th> <th>EOY 2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>59%</td> <td>74%</td> <td>84%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>59%</td> <td>67%</td> <td>72%</td> </tr> <tr> <td>Maths</td> <td>48%</td> <td>76%</td> <td>84%</td> <td>79%</td> </tr> <tr> <td>RWM Comb.</td> <td>31%</td> <td>59%</td> <td>63%</td> <td>70%</td> </tr> </tbody> </table> <p>Whilst the gap has narrowed, PP children are still behind their peers. Further accelerated progress is required.</p> <p>A provision map for children who are PP and not on track to meet their targets has begun, along with staff CPD on PP best practice for additional focus. This is in its infancy and requires further consolidation next year.</p>					Subject	Percentage meeting ARE+, September 2020	Percentage meeting ARE+, July 2021	Reading	7%	59%	Writing	7%	59%	Maths	28%	76%	Subject	Disadvant. meeting ARE+		Non-disadv. meeting ARE+		EOY 2020	EOY 2021	EOY 2020	EOY 2021	Reading	40%	59%	74%	84%	Writing	33%	59%	67%	72%	Maths	48%	76%	84%	79%	RWM Comb.	31%	59%	63%	70%
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	<p>English support is working well, but a focus on further phonics success is necessary as non-PP had a much larger pass rate (data omitted due to low sample size).</p>
<p>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.</p>	<p>A new whole-school vision has been agreed by staff and governors that places social justice and the school's historic mission at the heart of all the work school does. Pupil Premium is high on the agenda for staff.</p> <p>Staff know their children well and were involved deeply with the whole-school Pupil Premium strategy to identify barriers. They targeted PP children's wider needs particularly during the Spring 2021 lockdown for the small number of PP children who were not in school.</p> <p>Cultural capital – even though no trips, still ensuring high level of wider engagement e.g. visits in school, residential on site attended by all PP etc. Need to ensure that clear cultural capital is embedded in the curriculum so that disadvantaged get those opportunities.</p> <p>Attendance gap has not narrowed (91.1% vs 96.5% for disadvantaged vs non-disadvantaged, respectively).</p> <p>Attendance reviewed at least termly with parents.</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