

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.

School overview

Detail	Data
School name	Archbishop Courtenay Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	40.65%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sue Heather
Pupil premium lead	Jodie Bond
Governor / Trustee lead	Ryan O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162, 960
Recovery premium funding allocation this academic year	£16, 240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1, 764.56
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	£180, 964.56

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Archbishop Courtenay, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their needs, so that children are **ready to learn**.

As a richly unique school, with diverse children, we have found common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from **thriving and flourishing together**. The challenges are varied and there is no “one size fits all”.

Children are nurtured with kindness and compassion, we will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Archbishop Courtenay.

At Archbishop, we aim to **make a strong, resilient and proud community**, therefore we will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment and progress of the pupils (Writing, Maths and particularly Reading) is impacted by lockdown, home life and low starting points.</i>
2	Many of our Pupil Premium children also fit into other vulnerable groups (SEN/EAL) and there is an increased numbers of pupils with complex needs, including mental health issues.
3	Limited life experiences and opportunities to join in enrichment opportunities, meaning knowledge of the world and vocabulary acquisition is limited.
4	Attendance and Punctuality issues.
5	Parental engagement
6	Maintain high levels of quality teaching and learning, particularly for children with special educational needs and English as an additional language.

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
Pupils make at least expected attainment and progress in reading, writing and maths.	<ul style="list-style-type: none"> Gap will continue to close in progress made between PP and non-PP.
Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> Sustain PP children's love of reading, giving them opportunities to read new, relevant and up to date books. They will be regularly heard read by an adult at home and an adult in school
Pupils access a wide range of interventions	<ul style="list-style-type: none"> PP pupils make better than expected progress and attainment standards.
PP attendance increases and is in line with non-PP children. (For attendance to be 'good' compared to national attendance 96%)	<ul style="list-style-type: none"> Attendance of PP pupils increase and the gap between PP and non-PP continues to narrow. Attendance officer will promptly call families who have an absent child without reason. Introduce new attendance strategies where home visits are carried out when families do not make contact with school to ensure the safety of the children. Attendance officer with SLT tracks daily attendance, follow school policy. Reward system to be used for classes with 100% attendance.
Pupils access and enjoy a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed, and is reflected in Boxall Profile results. A wide range of extra-curricular activities will be offered to tap into our children's passions Pupil premium children will be prioritised for clubs Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, residential etc
Improved attitudes to learning - These children still feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> Less behavioural incidences and less severe behaviour incidences occurring within the classroom and outside – monitored on Bromcom and SLT daily, weekly and termly.

	<ul style="list-style-type: none"> ○ Pupil premium children will engage with the wider life at ABC by joining the pupil's groups (ie worship warriors and peer mediators) ○ Children's attendance will remain high because they are happy coming to school ○ Pupil voice surveys will report that PP children are happy and safe in school
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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: £ 114, 578.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to access CPD and share new knowledge during staff meetings and twilights. (Supply costs of release for staff member to be confirmed)	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Zuccollo and Fletcher-Wood (2020) note the impact of high quality CDP on the quality of pupils education.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff.</p> <p>EEF (2021) Effective Professional Development Guidance Report</p>	1,2,6
SENCo and the PP lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>The DfE (2016) Standard for Teachers' Professional Development, argues that "the best available research shows that the most effective professional development practices share similar characteristics" (p.3)</p>	1, 2

	Supported by Davis & Florian (2004) Research Report RR516	
Continue to develop a broad and balanced curriculum with engaging resources.	Gov July 2021 - Teaching a broad and balanced curriculum for education recovery EEF – knowledge rich curriculum Loewenberg Ball, D., Thames, M. H. & Phelps, G. (2008) Willingham, D. T. (2009). Why don't students like school? San Francisco, CA: JosseyBass.	6
Continue to use accelerated reader to improve pupil outcomes	EEF – Accelerated Reader added +3months	1,6

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

Budgeted cost: £15,004.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> -Quality first teaching for all pupils. -TA CPD is ongoing for Maths and English by leads -Maths and English are high priority on school development plan and CPD plan. <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<ul style="list-style-type: none"> -EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. -Sutton Trust – quality first teaching has direct impact on student outcomes. -Training and supporting highly qualified teachers deliver targeted support. EEF (2021) Effective Professional Development Guidance Report 	1,2
<p>Purchase web-based programs to be used in school at home.</p> <ul style="list-style-type: none"> -iXL Learning Maths Shed Spelling Shed Learning Village 	<ul style="list-style-type: none"> -EEF toolkit – parental engagement -EEF guide to pupil premium – targeted academic support -EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. 	1,2,5
<ul style="list-style-type: none"> -TA's deliver interventions daily to identified pupils. -CPD for TA's to deliver interventions. -Lego Therapy -BEAM -Speech and language -Social skills 	<ul style="list-style-type: none"> -EEF – oral language interventions consistently show positive impact on learning. EEF – Making best use of Teaching Assistants. -High quality small group interventions -Specialist therapists will train up staff they work with in school, therefore up-skilling them and increasing their knowledge. -Specialists lead CPD sessions and clinics with individual pupils and staff. -Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. -EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	1,2

1:1 pupil progress meetings with teachers and HT and DHT.	-Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 6
Reading interventions will take place by dedicated member of staff and Beanstalk (x4)	-Higher attainment in reading indicates better life chances -Reading a wide variety of genres will support vocabulary acquisition	1
Provide qualified counsellors from Sarah Tozer	Sarah Tozer's Impact report	2, 4, 5,

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

Budgeted cost: £51, 362.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Full time Pastoral support working</p> <p>-PSW contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in.</p> <p>-Register of families and level of support required.</p> <p>-PP families receive a weekly call off PSW and offers of support.</p> <p>-Home visits</p> <p>-Signposting for support</p> <p>PSW attends TAF, CIN, CP meetings</p>	<p>-Parent surveys</p> <p>-Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Pastoral Support Worker</p> <p>-Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>-EEF (+3) - Parental engagement</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. • Support families during the cost of living crisis to ensure their children attend school well. 	1,5
<p>-PSW phones families at 9am if pupil not in school and offers support.</p> <p>-PSW will pick up child from home if required.</p> <p>PSW works closely with attendance officer, pupils below 95% are identified and protocols followed.</p>	<p>-Attendance data</p> <p>-Follow new attendance policy, including new initiatives</p> <p>-Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>-Dedicated person who monitors attendance and who has a good relationship with parents is most</p>	1,4

<i>Send home academic magnetic calendars to inform parents of term dates that they can 'keep to hand'</i>	effective at ensuring good pupil attendance. - Parents have up to date attendance information (real time) on My Child At School app.	
<ul style="list-style-type: none"> -Cultural capital experiences promoted in the curriculum. - increase in curriculum resources -Essential experiences built into curriculum -Reduction in cost of trips for PP -Residential trip cost is greatly reduced for PP -Sports events promoted to PP are encouraged to attend -Outdoor learning encouraged - teach children life skills: swimming, riding a bike 	<ul style="list-style-type: none"> -Learning is contextualised in concrete experiences and language rich environments. -Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. -Pupil surveys reflect greater enjoyment and engagement in school. -Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. -EEF – sports participation increases educational engagement and attainment. -EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. 	3
Have a designated staff member to provide nature support for identified pupils.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	1, 2, 4
Provide engaging rewards for the children to increase engagement and attendance at school.	EEF – Increasing Pupil Motivation Baranek – The effectiveness of rewards	1, 3, 4
Provide children with transport to school, school uniform and breakfast club	Breakfast club EEF +2months attainment. Children are ready to start the school day. Children arrive to school on time and increase attendance. Children are ready to learn.	1, 3, 4

Total budgeted cost: £ 180, 964.56

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 2022 to 2023 academic year.

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