

# Archibald Primary School

Pupil Premium Plan– September 2020



## Pupil premium spending current academic year (2020-2021)

### SUMMARY INFORMATION

Date of most recent pupil premium review:		Date of next pupil premium review:	Summer Term 2021
Total number of pupils (R-Y6)	408	Total pupil premium budget:	£315, 000
Number of pupils eligible for pupil premium:	212 (October 2020)		

### STRATEGY STATEMENT

#### Main barriers to educational achievement for disadvantaged pupils

Archibald Primary School serves an area of high deprivation with high numbers of pupils in receipt of free schools meals. The majority of our children live in Ayresome and Gresham wards where there is a high level of overcrowding and very few adults have accessed higher education, despite the close proximity of the university. This tends to reflect the fact that the majority of our children do not come from homes where education is prioritised. The schools IDACI rank (2019 data) is 1880 (5.7% most deprived) and the average IDACI pupils is 2196 (6.7% most deprived). 86.7% of pupils are in the top 10% most deprived, 55.1% in the top 5% most deprived and 17.3% in the top 1% most deprived areas in the country.

The school community is predominantly white British; however an increasing number of our children are from minority ethnic groups who have English as an additional language. Autumn 2020 census data indicates there are 25 different languages spoken in the school. Central Middlesbrough houses many asylum seekers, refugees and economic migrant workers. They are a very transient and fluid population and the children enter Archibald throughout the year into all year groups from Nursery to Y6 with little or no English. Inward mobility is increasing amongst all groups of pupils in all year groups.

#### What has worked well

- Additional staffing in Reception has resulted in school outcomes exceeding national outcomes for all pupils at the end of EYFS. Attainment of disadvantaged pupils (PP) exceeded that of pupils not eligible for PP. The average point score of disadvantaged pupils (PP) exceeded that of pupils not eligible for PP.
- Additional staffing in Y1 has resulted in school outcomes of disadvantaged pupils (PP) exceeded that of pupils not eligible for PP in the Y1 Phonic Screening Check. The percentage of all pupils passing the check matches the national average.
- Additional staffing in KS1 has resulted in school outcomes for disadvantaged pupils exceeding those for non-disadvantaged pupils (RWM combined at EXS). In reading, in writing and in mathematics, outcomes for disadvantaged pupils (PP) meet or exceed those for non-disadvantaged pupils and the national average at EXS.
- Additional staffing in KS2, resulting in smaller class sizes organised in learning pathways and DIRT (dedicated improvement and reflection time) has resulted in school outcomes for disadvantaged pupils (PP) being in line with those for non-disadvantaged pupils and well above the national average (RWM combined at EXS). In reading, in writing and in mathematics,

there is no significant attainment gap between disadvantaged pupils (PP) and non-disadvantaged pupils. Outcomes are significantly above the national averages.

- Disadvantaged pupils (PP) and non-disadvantaged pupils attained above the national average in writing at above expected standard.
- Widening experiences through music, drama (RSC Associate School Programme), a planned programme of visits - including residential visits together with visitors to the school has impacted positively on all our pupils' cultural capital, helping to compensate the experience deficit of our most disadvantaged pupils.
- Pastoral support for vulnerable pupils and their families has helped improve attendance to be above national levels and contributed significantly to engagement in learning.

In 2020-21 we plan to:

- Introduce a Nurture Group in school, initially based in Lower KS2 to cater for pupils who struggle socially and emotionally – giving them every opportunity to succeed in a small class where provision meets their needs, socially, emotionally and academically.
- Maintain positive outcomes at the end of EYFS, ensuring that all pupils are KS1 ready.
- Maintain positive outcomes in the Y1 Phonic Screening Check so that pupils continue to be ready for the next stage in their learning journey and ensuring appropriate provision for Y2 pupils who did not pass.
- Address identified gaps in attainment of pupils who receive pupil premium funding – both at expected standard and above expected standard at both KS1 and KS2.
- Ensure pupils are fluent and prepared for the Y4 Multiplication Check – so they are prepared for the challenges of the UKS2 mathematics curriculum.
- Engage vulnerable pupils and their families in learning to maintain attendance at least at national. Ensure the most vulnerable pupils and their families are fully engaged and value learning.
- Continue to develop the cultural capital of our pupils through widening experiences including music, drama (RSC Associate School Programme), a planned programme of visits, including residential visits and visitors to the school.

## Assessment information

EYFS – 2019 OUTCOMES			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	80%	75.8%	71.8%
Reading	80%	75.8%	76.9%
Writing	80%	75.8%	73.7%
Number	80%	77.4%	79.8%

EYFS – 2019 OUTCOMES			
Shape	80%	77.4%	81.5%
Average Total Points	33.4	33.1	

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
86.2%	78.6%	82%

END OF KS1 - 2019 OUTCOMES			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	75.9%	74.1%	(60.6%)
% achieving expected standard or above in reading	82.8%	77.6%	75%
% achieving expected standard or above in writing	75.9%	74.1%	69%
% achieving expected standard or above in mathematics	75.9%	75.9%	76%
% achieving above expected standard in reading, writing and maths	6.9%	17.2%	(9.6%)
% achieving above expected standard in reading	13.8%	25.9%	25%
% achieving above expected standard in writing	10.3%	19%	15%
% achieving above expected standard in mathematics	6.9%	19%	22%

END OF KS1 - 2019 OUTCOMES			
% making expected progress in reading	90%	93%	
% making expected progress in writing	90%	89%	
% making expected progress in maths	84%	85%	

END OF KS2 - 2019 OUTCOMES (UNVALIDATED BASED ON COHORT OF 53 PUPILS)			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	80%	83%	65%
% achieving expected standard or above in reading	86%	87%	73%
% achieving expected standard or above in writing	97%	94%	79%
% achieving expected standard or above in mathematics	86%	88%	79%
% achieving above expected standard in reading, writing and maths	3%	8%	11%
% achieving above expected standard in reading	20%	23%	27%
% achieving above expected standard in writing	23%	28%	20%
% achieving above expected standard in mathematics	20%	24%	27%
% making expected progress in reading	82%	78%	
% making expected progress in writing	97%	94%	

END OF KS2 - 2019 OUTCOMES (UNVALIDATED BASED ON COHORT OF 53 PUPILS)

% making expected progress in maths	91%	94%	
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## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	The language and communication skills on entry to school are significantly lower than that would be regarded as typical for many children of a similar age
B	Disadvantaged pupils (PP) are not achieving as well as non-disadvantaged pupils at the higher at the higher standard in reading, writing or mathematics at KS1.
C	Disadvantaged pupils (PP) are not achieving as well as non-disadvantaged pupils at the higher at the higher standard in reading, writing or mathematics at KS2.
D	Poor cultural capital, especially for our most vulnerable pupils due to experience deficit.

### ADDITIONAL BARRIERS

#### External barriers

E	A high proportion of disadvantaged pupils are identified by school, and other agencies, as vulnerable. They are exposed to a wide range of risk factors that affect mental health, family unity, prosperity, attendance, punctuality and educational success. Some of these pupils' behaviours put them at risk of exclusion.
F	A high proportion of poor health routines, including poor diet and dental health have an adverse effect on children's well-being and attendance.
G	Low aspirations and parental engagement amongst a number of our vulnerable families

H	High mobility, including an increasing number of pupils who arrive in school with very little or no English, many having not been in full time education for a significant amount of time.
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INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Communication and language skills improve by the end of EYFS.	Pupils to attain the ELG.
B	Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap.	End of key stage 1 outcomes for above expected standard at least in line with national.
C	Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, writing and mathematics (combined) with no in school gap.	End of key stage 2 outcomes for above expected standard at least in line with national.
D	Provide children with engagement and co-curricular activities they may otherwise not experience to increase cultural capital. Children are reading with pleasure when not in school.	Children participate in school visits and a range of engage and express events to enhance the curriculum which they would not normally have access to Children are members of Middlesbrough Library Children reading a range of quality texts when not in school.

E	Children and their families are well supported in an inclusive, nurturing environment. They have access to healthy routines, including diet. Families are supported by the pastoral care team to overcome any challenges they may encounter.	<p>Children feel happy, safe and listened to in school.</p> <p>Children and families receive the correct support from a range of practitioners in school.</p> <p>Attendance rates continue to improve and remain at least at national</p> <p>Reduction in number of persistent absentees</p> <p>Improved punctuality for target families</p> <p>Successful Nurture Group targeted to achieve the above with the most vulnerable pupils.</p>
F	A reduction in the negative impact of poor health routines, including poor diet and dental health on pupil's well-being, attendance and attainment.	<p>Children and families receive the correct support from a range of practitioners in school and signposting to services in the community.</p> <p>Health services accessible in and through school for pupils and their families.</p>
H	Parents/carers of vulnerable families involved in their children's learning	<p>Improved engagement with school for vulnerable families.</p> <p>Attendance at Stay and Learn events</p> <p>Engagement with PTFA</p> <p>Parent/carer engagement in curriculum events (eg Seesaw remote learning, workshops, express events etc)</p>
G	Pupils admitted to school are welcomed and well supported in an inclusive, nurturing environment in order to start to make academic progress.	<p>School of Sanctuary achieved</p> <p>IQM achieved</p> <p>Language ambassadors</p>

## Planned expenditure for current academic year

ACADEMIC YEAR 2020 - 2021					
Quality of teaching for all					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Communication and language skills improve by the end of EYFS.	Additional TA support in Reception Class	Effective strategy was successful in 2018 - 2019	Monitoring impact half termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Reception TLR Pupil Premium Champion	Half termly review as part of Standards Team EMD Standards Team
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS1.	Additional staffing in Y1 Y1 progress group teacher (0.5) Additional TA support (1.0) Reading Recovery leader(0.5)	See below	Monitoring impact termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Y1 TLR Pupil Premium Champion	Termly review as part of Standards Team EMD Standards Team
	Additional staffing in Y2 Y2 progress group teacher (0.3) Additional TA support (1.0)	Effective strategy was successful in 2018 – 2019 at KS1 EXS (RWM gap narrowed from -4 to +2 2018-2019)	Monitoring impact half termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Y2 TLR Pupil Premium Champion	Half termly review as part of Standards Team EMD Standards Team

Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS2.	Y3 – Y5 Learning pathways:- Additional teacher (1.0) Additional TAs (2x1.0) DIRT Time (music)	See below	Monitoring impact termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Y3, Y4, Y5 TLRs Pupil Premium Champion	Termly review as part of Standards Team EMD Standards Team
	Y6 Learning pathways:- Additional teacher (2x 1.0) Additional TAs (2x TA2, 1x TA3) DIRT Time (STEM/Character Education)	Effective strategy was successful in 2018 – 2019 at KS2 EXS (RWM gap narrowed from -3.8 to -3 2017-2019)	Monitoring impact half termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Y6 TLR Pupil Premium Champion	Half termly review as part of Standards Team EMD Standards Team
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS1 and KS2.	Re-enrol as PiXL School	PiXL is an integral aspect of our work in school. The approaches are embedded both KS1 and KS2 and is seen as an established way of working. This is having a sustainable positive impact on attainment and progress at EXS demonstrated through Archibald consistently being above national averages at KS2 and moving towards or exceeding national averages at KS1.	Monitoring impact half termly/termly through Standards Team meetings, data analysis, report to governing body and observation of practice. Y6 PiXL meetings Y2 PiXL meetings PiXL language of assessment (common currency) PiXL tests and analysis to identify gaps PiXL therapies to fill gaps	RSL/DHT Pupil Premium Champion	Half termly/Termly review as part of Standards Team EMD Standards Team
Total budgeted cost:					£634,986
Contribution from Pupil Premium:					£237,461

Targeted support					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Children and their families are well supported in an inclusive, nurturing environment. They have access to healthy routines, including diet. Families are supported by the pastoral care team to overcome any challenges they may encounter.</p> <p>A reduction in the negative impact of poor health routines, including poor diet and dental health on pupil's well-being, attendance and attainment.</p>	<p><u>Care Team</u> Mentor x1 ELSA x1 PSA Attendance and Admissions officer EWO Assistant SENDCo Health and Fitness Week</p>	<p>The schools IDACI rank (2019 data) is 1880 (5.7% most deprived) and the average IDACI pupils is 2196 (6.7% most deprived). 86.7% of pupils are in the top 10% most deprived, 55.1% in the top 5% most deprived and 17.3% in the top 1% most deprived areas in the country.</p> <p>A high proportion of disadvantaged pupils are identified by school, and other agencies, as vulnerable. They are exposed to a wide range of risk factors that affect mental health, family unity, prosperity, attendance, punctuality and educational success. Some of these pupils' behaviours put them at risk of exclusion.</p>	<p>Scheduled Care Team Meetings for each year group. (termly/half termly)</p> <p>Mentor observations</p> <p>Attendance Meetings</p> <p>Supervision meetings</p> <p>Parent questionnaires</p> <p>Pupil questionnaires</p>	<p>DSL Health &amp; Wellbeing Leader HT SENDCO/DHT</p>	<p>Attendance weekly meeting</p> <p>HT half termly report to Governors</p> <p>Termly/half termly Care Team Meetings</p>

<p>Pupils admitted to school are welcomed and well supported in an inclusive, nurturing environment in order to start to make academic progress.</p>	<p>School of Sanctuary IQM Language ambassadors Equality Council EMAT SLA Mentor PSA Attendance and Admissions officer</p>	<p>Significant numbers of International new arrivals admitted in year with little or no English, many not having attended school before, or having not attended school for a significant amount of time.  Housing stock in the school catchment is largely owned by private landlords which attract a number of transient families. Many of these children have attended more than one primary school.  School of Sanctuary and IQM have been successful in promoting an inclusive, nurturing environment in local primary schools.</p>	<p>Monitor Induction Meetings - CPOMS IQM achieved School of Sanctuary achieved Attendance at/above national levels. Pupil voice</p>	<p>HT SEND/CO/DHT EAL Leader</p>	
Total budgeted cost:					£130,666
Contribution from Pupil Premium:					£70,539

Other approaches					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Provide children with engagement and co-curricular activities they may otherwise not experience to increase cultural capital.</p> <p>Children are reading with pleasure when not in school</p>	<p>Subsidise costs of all educational visits in order to ensure that all children are able to attend and enhance their experiential learning.</p> <p>Subsidise costs of all residential visits (Y4 and Y5) in order to ensure that all children are able to attend and enhance their experiential learning.</p> <p>Provide experiences inside and outside of the school environment, including visitors to school to support our Big Picture Curriculum.</p> <p>RSC Associate School Programme</p> <p>Enhance school library and home lending books and reading materials to make reading an enjoyable and attractive pastime.</p>	<p>Pupil voice (Pupil focus group) support s pupils' engagement in the curriculum.</p> <p>Parents questionnaire outcomes Autumn 2019.</p> <p>RSC associate School Programme (Lead School) is a key element of improved writing outcomes especially at KS2 GDS</p>	<p>Pupil focus group feedback</p> <p>Pupil questionnaire</p> <p>Curriculum Maps detail wow entry points, and express activities</p> <p>Parent involvement in children's learning (parents tracker)</p> <p>Curriculum Sweeps (external validations)</p> <p>Monitoring of children who engage in residential visits.</p>	<p>Year Group TLR</p> <p>Curriculum Leader</p> <p>English Lead</p> <p>Pupil Premium Champion</p> <p>Engagement leader</p>	<p>HT half termly report to Governors</p> <p>Half termly review of curriculum maps</p> <p>Budget monitoring meetings with finance officer</p>

Parents/carers of vulnerable families involved in their children's learning	PSA Mentor support Attendance Officer EWO Marvellous Me!		Improved engagement with school for vulnerable families. Attendance at Stay and Learn events Engagement with PTFA Parent/carer engagement in curriculum events (eg Seesaw remote learning, workshops, express events etc)	Pupil Premium Champion Engagement leader	
				Total budgeted cost:	£14,000
				Contribution from Pupil Premium:	£7000

#### ADDITIONAL INFORMATION

The planned action in order to meet our intended outcomes have a financial implication which exceeds our Pupil Premium Allocation for 2019 - 2020. We plan to use part of our school budget in order to ensure that our intended outcomes are achieved. We have found this to be an effective strategy in previous years.

				Total budgeted cost:	£779,591
				Contribution from Pupil Premium:	£315,000

## Review of expenditure 2020-2021 (to be updated at the end of the year)

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Intended outcome	Action	Impact	Lessons learned	Cost
Communication and language skills improve by the end of EYFS.	Additional TA support in Reception Class		•	
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS1.	Additional staffing in Y1 Y1 progress group teacher (0.5) Additional TA support (1.0) Reading Recovery leader(0.5)			
	Additional staffing in Y2 Y2 progress group teacher (0.3) Additional TA support (1.0)			
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS2.	Y3 – Y5 Learning pathways:- Additional teacher (1.0) Additional TAs (2x1.0) DIRT Time (music)			

	Y6 Learning pathways:- Additional teacher (2x 1.0) Additional TAs (2x TA2, 1x TA3) DIRT Time (PE)			
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS1 and KS2.	Re-enrol as PiXL School			
Targeted support				
Intended outcome	Action	Impact	Lessons learned	Cost
<p>Children and their families are well supported in an inclusive, nurturing environment. They have access to healthy routines, including diet. Families are supported by the pastoral care team to overcome any challenges they may encounter.</p> <p>A reduction in the negative impact of poor health routines, including poor diet and dental health on pupil's well-being, attendance and attainment.</p>	<p><u>Care Team</u> Mentor x2 PSA Attendance and Admissions officer EWO Assistant SENDCo Health and Fitness Week</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	

<p>Pupils admitted to school are welcomed and well supported in an inclusive, nurturing environment in order to start to make academic progress.</p>	<p>IQM EMAT SLA Mentor PSA Attendance and Admissions officer</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	
Other approaches				
Intended outcome	Action	Impact	Lessons learned	Cost
<p>Provide children with engagement and co-curricular activities they may otherwise not experience to increase cultural capital.</p> <p>Children are reading with pleasure when not in school</p>	<p>Subsidise costs of all educational visits in order to ensure that all children are able to attend and enhance their experiential learning.</p> <p>Subsidise costs of all residential visits (Y4 and Y5) in order to ensure that all children are able to attend and enhance their experiential learning.</p> <p>Provide experiences inside and outside of the school environment, including visitors to school to support our Big Picture Curriculum.</p> <p>RSC Associate School Programme</p> <p>Enhance school library and home lending books and reading materials to make reading an enjoyable and attractive pastime.</p>			

Parents/carers of vulnerable families involved in their children's learning	PSA Mentor support Attendance Officer EWO Marvellous Me!			
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