



## Pupil Premium Strategy Statement

### Archibald First School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Archibald First School
Number of pupils in school	334 including Nursery (352 FTE)
Proportion (%) of pupil premium eligible pupils	8% - FSM 10% - PP (22-23 11%, 21-22 13.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 December 2023
Statement authorised by	M Moss (Chair)
Pupil premium lead	R Turner (21-22 R White)
Governor / Trustee lead	M Brown (Vice Chair)

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,100 (22-23 £62,000, 21-22 £69,300)
Recovery premium funding allocation this academic year	£5365 (22-23 £5220, 21-22 £6090)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£66,465</p> <p>(22-23 £67,200, 21-22 £75,390)</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

Archibald First School is committed to providing the best possible education for **every** individual child. We have high aspirations and expectations for all learners. To do this, we make certain that our provision is appropriate for all of our children and we are dedicated to ensuring that they are all given every opportunity to realise their full potential, whilst developing a passion for learning and life in general.

Evidence from the DfE shows that disadvantaged children generally have additional barriers to reaching their potential at school, and often do not perform as well as other pupils. We recognise that each child is unique and will have different barriers / needs and therefore, at Archibald, there can be no standardised approach to the support required. We also acknowledge that the barriers and our children's needs will vary throughout their learning with us and we need to adapt accordingly.

Research has found that disadvantaged pupils have been worst affected by the partial school closures in 2020 and 2021, and the attainment gap has grown as a result of national lockdowns. It is therefore vital that our school strategies focus on support for our most vulnerable children. The DfE states that academically able pupils from disadvantaged backgrounds are most at risk of underperforming. Therefore, we must allocate our funding towards **all** levels of attainment, to ensure positive outcomes for **all**.

At Archibald First School, we know it is not the funding itself which will make a difference to our children, it is how we choose to spend it therefore these decisions are made carefully considering children, families and barriers to learning. We review our strategy annually to ensure it meets the specific needs of the children in our care each year.

#### **Our Ultimate Objectives:**

*What are your ultimate objectives for your disadvantaged pupils?*

- Facilitate teaching and learning so that disadvantaged and non-disadvantaged pupils attain in line with each other.
- Facilitate teaching and learning so all disadvantaged pupils make progress in line with their peers, from their own starting points.
- To ensure that disadvantaged children have access to technology (where possible), educational materials and extra-curricular opportunities, so as to develop their cultural capital and give equal and equitable access to the curriculum.
- To implement a range of strategies for those children who require support with socio-emotional needs in order that they know the school will always be there for them notwithstanding any challenges they may face, and that together we can strive to face

and overcome those challenges in order that they can continue to fully engage with our curriculum offer, both academically and extra-curricular.

- To ensure that attendance **and** punctuality are in line with, or better than, non-pupil premium peers.

**We aim to achieve this through:**

*How does your current pupil premium strategy plan work towards achieving those objectives?*

- All pupils receive quality first teaching within the classroom setting. This is proven to have the greatest impact on closing the disadvantage attainment gap and benefits all pupils in our school. Non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Monitoring progress and using assessment data by all teaching staff to inform planning for all pupil groups.
- Where gaps are identified, carefully considered catch up provision will be provided, in addition to quality first teaching.
- Subsidising extra-curricular opportunities and personally inviting pupils who require it.
- Loaning computing equipment to any families who require it at key times.
- Investing in a whole-school programme to support pupil wellbeing and socio-emotional needs.
- Providing targeted support via our Family Support Worker for pupils in need.
- Trained member of staff as a mental health ambassador.
- Regular tracking of attendance and punctuality; celebrating and addressing attendance with families where necessary.
- Accessing support with attendance via Clennell Solutions.

**Key principles:**

*What are the key principles of your strategy plan?*

As stated above, our approach will be responsive to individual needs, rooted in robust diagnostic assessment, and not based on 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 all pupils are effectively challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all 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	Historically, the percentage of pupil premium children below age-related expectations when they start school. There are speech and language, and broader communication issues. Fine motor skills are often highlighted as a cause for concern.
2	Attainment and progress in literacy (reading and writing) for some disadvantaged pupils is lower than their non-disadvantaged peers. This is due to weaker retention of phonics knowledge, lack of writing stamina and poor acquisition and understanding of new vocabulary. This is further impacted by the support network available to them beyond school.
3	Attainment and progress in numeracy is lower due to weaker mathematical fluency and poorer reasoning skills linked to the retention of mathematical knowledge and vocabulary. This is further impacted by the support network available to them beyond school.
4	Disadvantaged pupils who are behind in age-related expectations often require targeted 1:1 or small group support to meet their specific learning needs.
5	Disadvantaged pupils may require a host of different approaches and support so as to strengthen their socio-emotional development, and maintain and enhance their mental health and wellbeing.
6	Some of this group of pupils have had poorer attendance and punctuality rates in comparison to non-disadvantaged peers and therefore miss elements of quality first teaching within the classroom.
7	Staff who are supporting children who are falling behind in age-related expectations require an investment in high quality CPD to ensure they are giving effective academic support, tailored to individual needs.
8	Some disadvantaged pupils have not had equal access to resources and opportunities as some of their peers; they may require additional support to access the curriculum offer.
9	In 2021-22, approximately two thirds of our Pupil Premium children had additional barriers to their learning inclusive of home, language, and SEND needs. In 2022-23, 84% had multiple barriers to learning. For 23-24 66% of our PP children have additional barriers to their learning.

## 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 have and use a broad range of vocabulary.	<ul style="list-style-type: none"> <li>- Children access a language rich environment and use it daily.</li> <li>- Children leave EYFS meeting their ELG in language and communication.</li> </ul>
Progress in Reading and Phonics	<ul style="list-style-type: none"> <li>- Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points.</li> <li>- All disadvantaged pupils achieve age-related expectations in the Phonics Screening Check.</li> <li>- All disadvantaged pupils achieve age related expectations in the end of Key Stage One statutory assessments.</li> </ul>
Progress in Writing	<ul style="list-style-type: none"> <li>- Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points.</li> <li>- All disadvantaged pupils achieve age related expectations in the end of Key Stage One statutory assessments.</li> </ul>
Progress in Mathematics	<ul style="list-style-type: none"> <li>- Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points.</li> <li>- All disadvantaged pupils achieve age related expectations in the end of Key Stage One statutory assessments.</li> </ul>
Pupil socio-emotional development, and mental health and wellbeing.	<ul style="list-style-type: none"> <li>- All pupils will access appropriate provision to support them. E.g. Mrs West, Forest School, North East Wellbeing Programme, RISE, Zones of Regulation, SEMH Team</li> </ul>
Access to Cultural Capital and enrichment opportunities.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils will be invited to extracurricular opportunities, materials and resources that are subsidised by the school.</li> <li>- Pupil voice and academic progress will show the impact of this.</li> </ul>
Attendance and Punctuality	<ul style="list-style-type: none"> <li>- Attendance of disadvantaged pupils will be at least 97%. Punctuality of all disadvantaged pupils will be monitored and deemed 'very good' if less than 5 late marks are needed during an academic year.</li> </ul>

## 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: £60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ experienced staff, including a Family Support Worker, to provide quality first teaching and support to all children. = £58000	<ul style="list-style-type: none"> <li>Classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim. B. H. and Gorard, S. (2015)</li> </ul>	1, 2, 3, 4, 5, 7, 9
Engagement with EAL Webinars and trainings to address language needs and the increase in the percentage of children who speak English as an additional language. = £500 – increased to reflect the increase in the number of children who speak English as an Additional Language 2023/24	<ul style="list-style-type: none"> <li>CPD engages with and builds upon teachers' aspirations for pupils.</li> <li>CPD is completed as a process for supporting pupil progress and wellbeing.</li> <li>CPD is necessary for Teachers and teaching assistants both to incorporate into lessons as well as small group/one-to-one interventions. High quality CPD is delivered through staff meetings and training days; both with in house specialists and external providers.</li> <li>A paper published by CUREE (Cordingley et al, 2020) includes advice on how CPD activities can be designed to support "active professional learning focused on aspirations for pupils".</li> <li>EEF Toolkit impact score +7 Very high impact for little cost.</li> </ul>	1, 2, 7, 9
Work alongside Maths Hub specialists to ensure all year groups are progressing in their Maths Mastery journey, in relation to School Development Plan. Staff training for using manipulatives in maths = £500 Release time for Maths Leader to work alongside colleagues = £1000	<ul style="list-style-type: none"> <li>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. – Education Endowment Foundation</li> <li><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></li> </ul>	3
Qualified HLTA delivering interventions in Reception.	<ul style="list-style-type: none"> <li>Children have been identified as requiring phonics and maths intervention. Children may not receive parental support in reading and early maths and so additional support is</li> </ul>	2

	<p>provided in school, two sessions of maths and two sessions of phonics per week.</p> <ul style="list-style-type: none"> <li>• EEF Toolkit impact score +5, very high for low cost based on extensive research.</li> </ul>	
Teaching Assistants deliver targeted interventions across a range of areas from academic input to addressing emotional needs of children.	<ul style="list-style-type: none"> <li>• Teaching Assistants are deployed effectively taking instruction from and monitored by children in order to consolidate children's learning and/or provide other relevant support as identified.</li> <li>• EEF Toolkit impact score +4, moderate impact based on moderate evidence</li> </ul>	1, 2, 3, 4, 5

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Newcastle University Lively Project (continued to embed)</p> <p>Participation in the Hanen Project</p> <p>Kirstie Page Training</p>	<ul style="list-style-type: none"> <li>• Research has consistently shown that children who do not recover from language difficulties are at risk of adverse longer-term outcomes such as unemployment and poorer economic and psychological wellbeing.</li> <li>• EEF Toolkit impact score +6, high impact for very low cost based on extensive research.</li> <li>• <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1
Provision of high quality one to one and small group tuition targeting specific needs of pupils	<ul style="list-style-type: none"> <li>• Classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim. B. H. and Gorard, S. (2015)</li> <li>• <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2, 3, 4, 5
Invest in Lexia and IDL packages; build in before and after school times to use school technology. = £2330 and £200	<ul style="list-style-type: none"> <li>• Children identified as requiring extra support and practise in English are given regular opportunities to practise. Lexia is an adapted blended learning program to develop literacy skills</li> <li>• Evidence-based research studies have demonstrated that Lexia's literacy program, Core5, contributes to students' success on standardized reading assessments. In multiple</li> </ul>	2, 6, 8



	studies published in peer-reviewed journals, Lexia Reading Core5 has been found to accelerate the development of literacy skills.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Adviser (costed above)	<ul style="list-style-type: none"> <li>The FSA liaises with parents on a range of issues, building relationships to provide support to parents in order to provide encouragement with learning as well as providing support for families in crisis. This in turn impacts on pupils across areas such as attendance, attainment and behaviour.</li> <li>EEF Toolkit impact score +4, moderate impact for very low cost based on extensive evidence.</li> </ul>	5, 6
Wellbeing for each year group to strengthen pupils' socio-emotional development, and maintain and enhance their mental health and wellbeing. Staffing and resourcing for Forest School = £10000	<ul style="list-style-type: none"> <li>The Breeze Project (2018) found young people frequently commented that they felt Forest School was 'fun' and that they appreciated the opportunities to 'get outdoors', run around, experience nature, and take part in bushcraft activities which felt very different compared to school or home.</li> <li>This engagement was also reflected in their attendance data with four out of the five children having increased attendance of Forest School days; for two children there was an 8% increase on Forest School days and taken as a group a mean increase of 2%.</li> </ul>	5, 6
Develop opportunities for disadvantaged pupils to access 'Cultural Capital' experiences linked to the arts, community and sports, alongside educational materials and resources to enable them to have equal access to the curriculum offer This will be facilitated through: Outside agency cultural visitors in to school, music tuition, educational	<ul style="list-style-type: none"> <li>A wide range of experiences is necessary in order to boost children's cultural capital, for example, planned visitors/workshops e.g. museums, yoga, art, sport.</li> <li>Education Endowment Foundation: – Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should</li> </ul>	5, 8

<p>materials / resources and educational visits = £3,000</p>	<p>be considered beyond maths or English outcomes.'</p> <ul style="list-style-type: none"> <li>• Evidence shows that children with limited experiences are placed in a more Disadvantaged position compared with those pupils who have a wider range of experiences. This can impact upon their ability to perform well in school, interact with different social groups, restrict the chances of accessing higher education and ultimately limit the ability to achieve career success.</li> </ul>	
<p>CPOMS</p>	<ul style="list-style-type: none"> <li>• All staff members are able to record incidents so that the school has a log. Members of staff are therefore able to identify areas of concern, providing effective safeguarding for children.</li> <li>• CPOMS is a whole school system to allow staff to securely record, track and monitor the well-being of pupils in school.</li> </ul>	

**Total budgeted cost: £75 000**

## 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.

Total Number of Pupils – 334

Total PP Budget - £67,200

Percentage of Eligible Pupils – 11%

#### Summary of the use of Pupil Premium Grant 2022-2023:

- Teaching Assistants employed (at least one per class) in order to support the class teacher during the mornings in delivering high quality teaching to all pupils, whilst delivering targeted interventions in the afternoons.
- Pupils were provided with catch-up tutoring from a qualified teacher.
- Children were offered places on a range of before and after-school clubs, subsidised Specialist support services including Speech and Language and Occupational Therapy Specialist support provided for children and families through employment of part time Family Support Advisor.
- Support staff trained and delivering a range of interventions including Speech and Language, Box Time, Lexia, Drawing and Talking and Little Wandle phonics catch up / intervention.
- Children provided with a range of clubs to support physical and mental well-being.
- Parent drop-ins, regular groups and support provided by FSA including SEND coffee mornings and Post Adoption Support Lunches. FSA has continued to work alongside parents, supporting families with their emotional needs whenever the need has arisen.

#### Language rich environments with children leaving EYFS meeting their ELG in language and communication

	<b>ELG – Listening, Understanding &amp; Attention</b>	<b>ELG - Speaking</b>	<b>GLD</b>
<b>All</b>			81.3%
<b>6 chn - FSM</b>	83% (National -	83% (National -	
<b>8 chn – PP</b>	88%	88%	

Please see our Communication and Language Report for our approach, resources, and CPD.

**Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points – reading, writing and maths.**

ALL pupil premium children with no additional barriers to their learning made at least the expected progress from their starting points. Those children who did not had additional barriers such as EAL, SEND, Attendance, Support Networks, Attachment Trauma, Early Help Plans, Medical...

#### **Attainment – Pupil Premium Children**

	<b>Expected Attainment</b>	<b>Above Expected Attainment</b>
<b>Year 1 (6)</b>	R – 50%, W – 33%, M – 67%	R – 33%, W – 17%, M – 33%
<b>Year 2 (7)</b>	R – 60%, W – 57%, M – 71%	R – 40%, W – 0%, M – 29%
<b>Year 3 (8)</b>	R – 62%, W – 62%, M – 87%	R – 50%, W – 38%, M – 38%
<b>Year 4 (10)</b>	R – 50%, W – 40%, M – 40%	R – 10%, W – 10%, M – 0%

#### **Attainment – Non-Pupil Premium Children**

	<b>Expected Attainment</b>	<b>Above Expected Attainment</b>
<b>Year 1 (54)</b>	R – 91%, W – 76%, M – 96%	R – 59%, W – 31%, M – 46%
<b>Year 2 (52)</b>	R – 87%, W – 67%, M – 83%	R – 41%, W – 19%, M – 33%
<b>Year 3 (52)</b>	R – 75%, W – 79%, M – 83%	R – 52%, W – 48%, M – 50%
<b>Year 4 (49)</b>	R – 98%, W – 98%, M – 98%	R – 53%, W – 45%, M – 49%

#### **Progress – Pupil Premium Children**

	<b>Expected Progress</b>	<b>Above Expected Progress</b>
<b>Year 1 (6)</b>	R – 50%, W – 33%, M – 83%	R – 17%, W – 17%, M – 17%
<b>Year 2 (7)</b>	R – 71%, W – 71%, M – 76%	R – 43%, W – 14%, M – 29%
<b>Year 3 (8)</b>	R – 100%, W – 87%, M – 87%	R – 63%, W – 50%, M – 50%
<b>Year 4 (10)</b>	R – 80%, W – 70%, M – 60%	R – 20%, W – 30%, M – 30%

#### **Progress – Non Pupil Premium Children**

	<b>Expected Progress</b>	<b>Above Expected Progress</b>
<b>Year 1 (54)</b>	R – 81%, W – 80%, M – 98%	R – 63%, W – 30%, M – 50%
<b>Year 2 (52)</b>	R – 94%, W – 81%, M – 88%	R – 42%, W – 21%, M – 33%
<b>Year 3 (52)</b>	R – 79%, W – 87%, M – 88%	R – 52%, W – 48%, M – 50%
<b>Year 4 (49)</b>	R – 100%, W – 100%, M – 100%	R – 55%, W – 51%, M – 49%

- Interventions have taken place throughout the year both before school and during the school day.
- Teaching assistants have been tasked with leading small group interventions, such as phonics, handwriting, pre-teaching or consolidating maths whenever need identified
- Qualified teachers delivered targeted small group interventions as School Led Tutoring across KS1 and KS2
- Additional interventions have been running to cover sensory, motor skills, as well as social interaction groups

**All disadvantaged pupils achieve age-related expectations in the Phonics Screening Check.**

- 95% of year 1 children achieved a pass in the year 1 phonics screen.
- 83% (5/6) of our disadvantaged children achieved this too.
- The national pass rate for all pupils was 79% and for disadvantaged children - 67%.
- The figures for the end of KS1 phonics were 98% - all and 86% (6/7) school's disadvantaged children.
- The national percentage was 89% for all pupils and 81% for disadvantaged children.

**All disadvantaged pupils achieve age related expectations in the end of Key Stage One statutory assessments.**

**Key Stage 1**

	<b>PP Exp (7chn)</b>	<b>ALL</b>	<b>PP GDS</b>	<b>ALL</b>
<b>Reading</b>	71% (National 54%)	85% (National 68%)	43% (National 9%)	42% (National 19%)
<b>Writing</b>	57% (National 44%)	67% (National 60%)	0% (National 3%)	17% (National 8%)
<b>Maths</b>	71% (National 56%)	82% (National 70%)	29% (National 8%)	33% (National 16%)

**Disadvantaged pupils will be invited to extracurricular opportunities, materials and resources that are subsidised by the school.**

Children from each year group have been provided with enrichment opportunities both in and out of school, in the form of school trips and special visitors, linked to the National Curriculum.

Children in receipt of FSM have accessed all visits and school experiences free of charge. School also paid, offered to pay, for at least one school club which had a charge associated with it for all children in receipt of FSM.

See the whole school list of children's attendance at clubs.

**Attendance of disadvantaged pupils will be at least 97%. Punctuality of all disadvantaged pupils will be monitored and deemed 'very good' if less than 5 late marks are needed during an academic year.**

	<b>Attendance 22-23</b>	<b>Lates 22-23</b>
<b>PP</b>	95.3%	1.5%
<b>ALL</b>	95.9%	0.6%

### Externally provided programmes

Programme	Provider
Lexia Core5	Lexia
IDL Literacy	IDL
Rise Wellbeing Workshops	Rise
1-1 Counselling	Chameleon Counselling
Occupational Therapy	NHS SLA

### Service Pupil Premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributed to support staff salary within particular year group.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil finished the year as an exceeding learner across the board, due to quality first teaching and support from teaching assistant within lessons. Pupil received 1:1 time for reading in addition to this.

### **Further information (optional)**

For further information about our pupil premium strategy please see:

[Pupil Premium - Archibald First School](#)

[Recovery Premium - Archibald First School](#)

[School Led Tutoring - Archibald First School](#)

Information about our Recovery Strategy and the Catch Up Premium from 2020-21 can be found here:

[Recovery Curriculum - Archibald First School](#)