



ARK Franklin Primary Academy

Pupil Premium Strategy Statement

2021-22

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	Ark Franklin Primary Academy
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	14.11.2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Magliocco, Regional Director, Ark
Pupil premium lead	Peter Watkins, Headteacher
Governor / Trustee lead	Adam Macormack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128 805
Recovery premium funding allocation this academic year	£14 645
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	£143 061

Statement of Intent

The mission of all Ark schools is to ensure that all children, regardless of background, leave school with genuine choices in how they shape their future. The new leadership at Ark Franklin has fully embraced this aim and has restated our mission statement to all stakeholders: to provide every pupil – regardless of the barriers they face - with a complete education of the very highest standard that ensures that they can have the opportunity to go on to university or pursue the career of their choice, as well as live fulfilling and happy lives. A new vision statement has been developed with staff, placing an ethos of inclusivity above all else.

At Ark Franklin, we recognise that, while numbers of Pupil Premium are lower than in previous years, reflecting a shift in the make-up of the community, these families are at the heart of all we do and will always take priority. The school used the funding to support all pupils in receipt of Pupil Premium funding who are either under-achieving or in danger of under-achieving and to raise aspirations. The entire school community, including parents, recognise this commitment to the families who need it most.

The school intends to use the Pupil Premium funding to:

- Provide high quality teaching to every child through rigorous training and coaching
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.
- Ensuring that children have access to education from Nursery onwards
- Continuing support for children and families from specialist members of staff (Pastoral Support Team) and West London Zone to provide advice and support for parents with particular focus on improving attainment and wellbeing

Evidence Base

In June 2019, the EEF published their guide to the [Pupil Premium](#) with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- A. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- B. The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.
- C. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment data shows that the gap in attainment between disadvantaged children and others has widened across the pandemic
2	Assessments and real-time observations during phonics and reading lessons suggest disadvantaged pupils generally have greater difficulties with phonics than their peers – this impacts their development of reading as they move through the academy.
3	Assessments of reading age show that fewer Pupil Premium children are reading at or above their chronological age
4	Assessments, observations and interactions with pupils indicate that there are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident from Reception through to KS2, and stand out more prevalently when comparing to their non-disadvantaged peers.
5	Attendance data shows that Pupil Premium children have lower average attendance and are more likely to be persistently absent
6	Interactions within lessons, observations and during external trips suggests a notable gap in cultural capital with disadvantaged pupils being less aware and informed of the world beyond the academy's grounds – a potential reduced knowledge of the world that impacts aspiration and interaction.
7	Knowledge of children and patterns in behaviour suggest that Pupil Premium children are less able to regulate their emotions, leading to poor well-being

In addition to the above, during school closure the attainment gap between PP and non-PP pupils widened and the full effect of lockdown on disadvantaged pupils' social and emotional wellbeing is still being uncovered.

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
All teachers to be trained through various routes to become effective, proficient teachers.	All non-ECT teachers to be proficient or higher in 'Climate for Learning' and 'Planning and Preparation' GTR strands. ECT teachers to be foundational or higher in all GTR strands.
To significantly increase the proportion of all disadvantaged children reading at their chronological age.	All children behind their chronological age for reading to 'catch up' to their chronological age. All children reading at or above their chronological age to make at least 12 months of progress every academic year. To ensure that PP children make progress that is at least in line with, if not faster than, non-PP children.

Intended outcome	Success criteria
Improved progress and attainment for Pupil Premium children in all core subjects	Significant narrowing of the gap in attainment No gap for progress measures Pupil Premium children to attain in line with or above non-PP pupils nationally at the end of year 6
PP children prioritised in accessing school clubs	All PP children attend at least two clubs over each year
Equal access for all pupils to school trips and residential visits	All pupil premium children attend all trips and residential visits because financial constraints are not a barrier to school-led enrichment
To direct appropriate mental health support to those that need it via a system of referrals and specific interventions.	All children requiring well-being support receive it and this leads directly to improvements in behaviour, attendance and academic achievement.
Attendance for pupil premium children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year.

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: £38 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring staff (including detailed GTR evaluation process)	We know that the main driver of pupil attainment, particularly for disadvantaged pupils, is the quality of the teacher that teaches the children day in, day out. By directing significant resources to ensuring that teaching is of a consistently high quality, we are doing all we can to make sure that children are getting that quality first input and will be less likely to require intervention.	1
Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and co-teachers as well as Continued subscription to RWI Phonics to secure stronger phonics teaching for all pupils	Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2 Early reading success is linked to reading for pleasure EEF Phonics High impact for very low cost based on very extensive evidence	2
CPD for all staff	Weekly training is in place for all co-teachers and teachers, sharply focused on improving the quality of education and subsequent outcomes for children, aligned to the needs of the school identified in the Academy Improvement Plan	
Support for Early Career teachers	Teachers new in their careers are always well supported at Ark schools. We know that they do not have the experience of more established teachers so a wide range of comprehensive support is available for trainees and teachers in the first two years of their career	1
Vocabulary Assessments	BPVSIII Vocabulary Assessments to be purchased and implemented to track and monitor pupil's vocabulary acquisition, beginning in the EYFS.	4

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

Budgeted cost: £54 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Tutoring (with recovery premium funding)	Use of a tutor based in school 3 days per week to support year 5 children in reading and maths	1, 3
Unlocking Language support for pupils that require Speech & Language intervention	This is support for speaking for children with identified SALT needs for whom we are unable to provide additional support from trained staff	2, 3, 4
West London Zone	40 pupils that meet key vulnerability indicators (including PP) receive a 2-year programme of support: social, emotional and academic	1, 3, 4, 6, 7
Intervention systems	Tailored “Early Entry” and “Delayed Departure” interventions used, as well targeted interventions during the school day, to address gaps in learning based on assessments.	1
Lexia Reading software	Lexia licenses will be purchased to target all children who are at risk of falling behind in reading.	1, 3, 4
Additional time paid for Nursery children	Gaps in attainment for disadvantaged children begin in the early years, with these families attending for 15 hours per week and other families attending for 30. The school will provide free additional time in Nursey for all PP children.	1, 5, 6, 7
Top-up for tuition	The school will use Pupil Premium funding to top up money allocated for tuition in order to recruit a staff member for 3 days per week	1

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

Budgeted cost: £28k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance at trips and visits	The school tracks attendance of Pupil Premium children at trips and visits, with the aim that all of these children will attend all of these events.	6, 7
Additional Music lessons for Pupil Premium children	The school will commence individual or small group music lessons, reserving places for pupil premium children to attend	6
Funding for after-school clubs	The school tracks PP attendance and enrolment at after-school clubs and is aiming to ensure that financial means are no barrier to attending and that all PP children will attend at least two clubs over the year	6
Ongoing ELSA support from 3 members of staff	3 staff members are specifically trained in “ELSA” mental health strategies and are allocated children to work with across the	7

	school, including one day per week dedicated time for one of the staff members.	
Therapist for 3 pupils	Specific identified children in the school have significant mental health needs, including bereavement, and specialist intervention will be used to address this.	7
Attendance support	The school will use a system of letters, meetings and home visits to ensure that attendance of Pupil Premium children is closely tracked and leads to notable improvement.	5
Adventure days	A trained member of staff will lead Adventure Days for all classes twice per year, where the curriculum is enhanced by outdoor and adventurous learning linked to and	6

Total budgeted cost: £146 500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Phonics

	Target	Actual
Year 1	80	97% Pupil Premium: 100%

Key Stage 2

	Actual
RWM	91 (PP= 84)
Reading	96 (PP=94)
Writing	91 (PP = 88)
Maths	95 (PP=94)

Externally provided programmes

Non-DfE programmes purchased in the previous academic year.

Programme	Provider
Fresh Start Reading Intervention	1:1 Reading Intervention
Read Write Inc	3P Learning
Mathletics	Times Tables Rockstars
Year 6 Catch-Up	See-Saw Education
Times Table Rockstars	

Service Pupil Premium Funding

N/A