

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	Ark Franklin Primary Academy
Number of pupils in school	668
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	07.12.2021
Date on which it will be reviewed	31.07.2022
Statement authorised by	David Williams
Pupil premium lead	David Williams
Governor / Trustee lead	Adam Macormack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,000
Recovery premium funding allocation this academic year	£18,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£n/a
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	£174,000

Part A: Pupil premium strategy plan

Statement of intent

At Franklin we offer an education rich in knowledge, culture and vocabulary, rooted in the best that has been thought and said so far, with reading at its heart, and implemented in a nurturing environment that invests much in social and emotional capital, enabling all to thrive. Our aim is to achieve real equity and equality of opportunity for ALL pupils, most especially our disadvantaged pupils, thus equipping Franklin alumni with a deep body of knowledge built up over time and embellished with culturally rich experiences, enabling them to confidently and successfully navigate the world beyond our gates.

Our current strategy is derived from a thorough knowledge of key research findings and our own evaluation of the efficacy of previous strategies, it has three key components:

- quality first inclusive teaching underwritten by high quality staff training and support, '*for the quality of an education system cannot exceed the quality of its teachers,*' McKinsey (2007);
- a knowledge and vocabulary-rich curriculum offer with reading at its heart which addresses the acknowledged need to build up a store of cultural capital;
- underwritten by early identification and support.

We view an achievement gap as a provision gap, if intervention becomes necessary, it means an opportunity has already been missed: every lesson counts at Franklin: *carpe diem*. Following the national lockdowns in spring 2020 and 2021 we are focused on making up for lost time: there is no time to lose.

Challenges

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

Challenge number	Detail of challenge
1	Baselines assessments, interactions during home visits and observations during the first weeks of term indicate that disadvantaged pupils, on average, enter the academy (either in nursery or reception) markedly below that of their non-disadvantaged peers.
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	Our observations, indicate that the education of our disadvantaged pupils has been negatively impacted by partial school closures with gaps in attainment between advantaged and disadvantaged pupils widening over the periods of lockdown. These findings are in-line with nationally conducted studies.
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	Our attendance data over the past year indicates that attendance amongst disadvantaged pupils has been 2%+ lower than their non-disadvantaged peers. Persistent absenteeism is 4.8% higher (8.2% to 3.4%) during this period, which negatively impacts the progress of our disadvantaged peers.
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.

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
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> Assessments using NELI and Talk book indicate significantly improved oral language among disadvantaged pupils This improvement is correlated against formative assessment, ongoing observations, ELG statements and observed engagement in lessons
Improved phonics attainment among disadvantaged pupils with 90% passing the phonics screening check	<ul style="list-style-type: none"> Children know their sounds and are able to blend and code in-line with national expectations. Children with specific needs receive targeted support so that they keep-up, rather than catch-up
Improved reading attainment and progress among disadvantaged pupils	<ul style="list-style-type: none"> KS2 outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard Disadvantaged pupils achieve in-line with their non-disadvantaged peers in reading
Improved writing attainment and progress among disadvantaged pupils	<ul style="list-style-type: none"> KS2 outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard Disadvantaged pupils achieve in-line with their non-disadvantaged peers in writing
Improved mathematics attainment and progress among disadvantaged pupils	<ul style="list-style-type: none"> KS2 outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard Disadvantaged pupils achieve in-line with their non-disadvantaged peers in mathematics
Improved attendance among disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Overall absence rate for all pupils being no more than 4%, with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1% Persistent absence of disadvantaged pupils being less than 4%
Equal access for all pupils to school trips and residential visits	<ul style="list-style-type: none"> Financial means are not a barrier to school-led enrichment All pupil premium children attend all trips and residential visits
PP children prioritised in accessing school clubs	<ul style="list-style-type: none"> All PP children attend at least five clubs over each year up to 2024/2025

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: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NGRT, PM Benchmark, Headstart Reading and science assessments)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction <i>EEF Toolkit – Assessing learning</i>	3
Continued subscription to RWI Phonics (DfE validated systematic phonics programme) to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy or word reading (though not necessarily comprehension) particularly for disadvantaged pupils. <i>Phonics, Toolkit strand, Education Endowment Foundation</i>	2
<i>CPD – provision of time out of class for SLT and MLT to prepare high quality CPD targeted to identified need</i>	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom <i>Effective PD guidance report, 2021</i>	1, 2, 3, 4
<i>Co-planning provision of time out of class for SLT to co-plan lessons with teachers with high numbers of PP students below the expected standard</i>	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils <i>EEF Guide to Pupil Premium</i>	1, 2, 3, 4
<i>Live Coaching and feedback sessions from experienced teachers</i>	McKinsey 2007 ‘ the quality of an education system cannot exceed the quality of it’s teaching’	1, 2, 3, 4

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

Budgeted cost: £49,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nuffield Early Language Intervention</i>	High strength, low cost research finding to increase attainment by 4 months on average for those on the programme <i>EEF Nuffield Early Language Intervention evaluation (2014)</i>	3
<i>TalkBoost</i>	Talk Boost and Early Talk Boost found to increase progress by 3+ months compared to control group in large study. <i>Reeves et al. (2018) Impact research</i>	3
<i>Times table rockstars, Mathematics subscriptions</i>	Technology offers ways to improve the impact of pupil practice <i>EEF Using digital Technology to improve learning – recommendation 3:</i>	3
<i>Fresh Start Reading Intervention</i>	Very high impact for low cost based on extensive evidence when working in small groups targeted towards identified needs <i>EEF Reading Comprehension strategies</i>	3, 4
<i>Tailored early entry and delayed departure interventions. PE coach appointed to allow for teachers to plan and implement high-quality provision</i>	Provision of additional time to prepare tailored interventions based on analysis of gaps identified in lessons and in diagnostic standardised assessments <i>EEF Toolkit – Assessing learning</i>	3, 4

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

Budgeted cost: £62,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funded breakfast club places</i>	Consistent evidence that school nutrition programmes can improve academic attainment with a reduction in pupil absence and improvement of behaviour and concentration in the classroom. <i>IFS Breakfast club research (2016)</i>	1, 4, 5, 6
<i>Funded after-school provision places</i>	Increased opportunity to engage in active and creative opportunities in-line with more disadvantaged peers. 'Breadth of knowledge is the single factor in a schools' control that contributes most to academic achievement' <i>Hisch ED (2009)</i>	4, 5, 6
<i>Funded club places</i>		4, 5, 6
<i>Enable access to trips and residential. All have access to the 'Franklin experience' and are able to complete the Ark Pupil Passport regardless of background.</i>	Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. <i>Behrendt and Franklin (2014) – School field trips and their value in education</i>	4, 5, 6
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Involving training of relevant teaching and office staff</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absences and persistent absence	5
<i>Fund full-time nursery places to most disadvantaged</i>	Research has shown that the benefits of nursery education and early years care can include helping to improve children's outcomes and narrowing the gap associated with socio-economic disadvantage.	1, 5,

	<i>Nuffield Foundation Project 2013-18</i>	
<i>Forest School – training for staff and allocation within teacher timetable</i>	Forest school time seen to increase confidence, motivation, physical skills and knowledge and understanding of the outside world <i>New Economics Foundation (2006)</i>	1, 6

Total budgeted cost: £174,000

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 2020 to 2021 academic year.

- Strong internal data for departing Y6 cohort (no gap between PP and non-PP children)
- 100% of Pupil Premium students in y2 passed the phonics assessments in December 2021
- All PP children attended Y6 residential to Gordon Brown Centre
- All PP children attended a year group specific after school sports club that was fully funded
- Reading model adjusted through training and support from senior leaders resulting in increased quality of education against network rubric
- Five identified pupil premium students were provided with fully funded after school provision
- Three nursery places were fully funded for identified disadvantaged pupils
- Attendance for Pupil Premium students was higher than national average (96.4%)

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
RWI Phonics	Ruth Miskin
Times Table Rockstars	TT Rockstars
Mathletics	3P Learning
Seesaw	Seesaw Education