

Pupil Premium strategy statement

September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Castledown Primary Academy
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	12.9.22
Date on which it will be reviewed	01.09.25
Statement authorised by	Lorraine Clarke – Regional Director
Pupil premium lead	Mark Rankin - Principal
Governor / Trustee lead	Natasha Tewkesbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,230
Recovery premium funding allocation this academic year	£29,145
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	£303,375

Part A: Pupil premium strategy plan

Statement of intent

At Ark Castledown Primary Academy, our curriculum is designed to ensure that all children access and learn through high quality, knowledge rich teaching. Learning is planned and scaffolded to ensure that all children learn more and remember more.

We target the use of Pupil Premium Grant funding to ensure that the most disadvantaged pupils receive the support and challenge they need to ensure they succeed. It is our intent that our disadvantaged children finish their journey through our school ready for the challenges of secondary school. They will be fluent readers with an active interest in, and curiosity about, the world around them.

Our context: We are a 2-form entry primary school in Hastings with a role of 360 pupils. The school sits within an area of high disadvantage and is within the Hastings Opportunity Area
56% of pupils are eligible for FSM Ever 6 compared to 21% nationally. 60% of our pupils begin school 'language poor'.

Key Principals: We will ensure that our pupils succeed regardless of background or opportunity. We clearly understand the barriers that our disadvantaged pupils may experience, and we will take them through these through a supportive no excuses approach. Pupil Premium funding will enable the effective, evidence-based approaches to intervention and teaching that will ensure both 'catch up' and the closing of the disadvantage gap.

Challenges

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

Challenge number	Detail of challenge
1	Development of Phonics & Reading
2	Speech, Language and Communication – including oracy
3	Fluency in Mathematics
4	Personal, Social and Emotional Development
5	Attendance

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 progress for disadvantaged children in Phonics & Early Reading	Achieve at least 90% expected standard in PSC (Phonics Screening Check) in Year 1 and Year 2.
Improved progress for disadvantaged children in Reading	Achieve at least as well as their non-disadvantaged peers and in line with or above national average progress scores in KS2 (Key Stage 2) Reading (0)
Improved progress for disadvantaged children in Mathematics	Achieve at least as well as their non-disadvantaged peers and in line with or above national average progress scores in KS2 Maths (0)
Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.	Reduction in number of disadvantaged pupils with Persistent Absence leads to an overall improvement in attendance.

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide exceptional teaching of phonics, including into Key Stage 2. Provide 'paid for' training to ensure RWI (Read, Write Inc) programme is successfully delivered by all relevant staff.	EEF - Reading comprehension strategies. Very high impact for very low cost based on extensive evidence. EEF - Phonics High impact for very low cost based on very extensive evidence	1
Develop vocabulary and Oracy skill by implementing the 'Oracy Framework' across the school, in partnership with 'Voice 21'.	EEF (Education Endowment Foundation) – Oral language interventions. Very high impact for very low cost based on extensive evidence.	1, 2
Provide high quality language development opportunities in the Early Years.	EEF – Oral language interventions. Very high impact for very low cost based on extensive evidence.	1,2

Provide high quality academic intervention and tuition in reading to increase number of pupils at their chronological reading ages.	<p>EEF- One to one tuition High impact for moderate cost based on moderate evidence</p> <p>EEF- Small group tuition Moderate impact for low cost based on moderate evidence</p>	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support for speech & language development, including the use of structured language programme in Reception and Year 1. Provide one to one, small group tuition to targeted pupils.	<p>EEF- One to one tuition High impact for moderate cost based on moderate evidence</p> <p>EEF- Small group tuition Moderate impact for low cost based on moderate evidence</p>	2
Recruitment of Speech and language TA and teacher to support tutoring.	<p>EEF- One to one tuition High impact for moderate cost based on moderate evidence</p> <p>EEF- Small group tuition Moderate impact for low cost based on moderate evidence</p>	1,2,3
Times Table Rockstars, Century and, Lexia subscriptions	EEF - Homework – High Impact for low cost based on limited evidence	1,2
Purchase of RWI 'Book Bag Books' to ensure access to reading books with the right sounds for EYFS (Early Years Foundation Stage) and KSI (Key Stage 1).		1
Purchase of Barrington Stokes books to support lowest 20% of readers access quality texts and comprehension strategies at an appropriate level.	EEF – reading comprehension strategies. High impact for low cost based on extensive evidence	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrich and develop pupil's cultural capital through the implementation of a basic entitlement to a wide range of enrichment activities.	Ensure all after school clubs are free of charge and disadvantaged pupils are targeted for attendance	4,5
Subsidised trips and visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	4,5
Recruitment of Behaviour Mentors to support the Inclusion Lead in behaviour support and therapeutic intervention.	EEF behaviour-interventions – moderate impact for low cost based on limited evidence	4
Provision of Place2BE counsellor to address mental Health issues of most vulnerable		4,5
Attendance rewards for class groups and targeted individuals.		4,5

Total budgeted cost: £ 310,000

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 2021 to 2022 academic year.

Aim	Outcome								
Improved language and communication skills of pupils in receipt of PP (Pupil Premium) across the whole school	An ongoing focus on Oracy is showing good results. Oracy surveys carried out in June show an increased confidence in pupils use of talk in the classroom and teachers' confidence in teaching Oracy. S+L intervention data shows very good progress in pupils targeted for support.								
Refined and improved teaching of phonics and reading of pupils eligible for PP in EYFS and KS1.	Phonics screening data showed 88% of PP pupils passed Phonics screen. Full schedule of ongoing reading CPD (Continuing Professional Development) delivered to staff over year. Teaching of phonics and reading identified as a strength of the school during Ofsted inspection								
Continued development of the quality of teaching, learning & assessment for all pupils across the school, to ensure it is at least good.	All trainees and NQTs (Newly Qualified Teachers) met the standards expected. More experienced staff teaching judged as at least good. Full programme of coaching and feedback completed with targeted teachers.								
Pupils eligible for PP make accelerated progress in reading, writing and maths, supported by high-quality interventions, particularly in KS2.	Full programme of interventions in place, and good progress was identified. PP pupils attained 71% age related in RWM at end of Year 6. Significantly above national average of 43%.								
Increased attendance and reduced persistent absence for all pupils including those eligible for PP.	No comparable attendance data available for previous year due to Covid. However, attendance was above national average for the year for both PP and non-PP pupils.								
Comprehensive provision for pupils eligible for PP that exhibit extremely challenging behaviours developed.	<p>Drastic reduction in suspensions achieved. No permanent exclusions for last 4 years.</p> <table border="1" data-bbox="794 1668 1385 1774"> <thead> <tr> <th data-bbox="794 1668 946 1715">2018/19</th> <th data-bbox="946 1668 1098 1715">2019/20</th> <th data-bbox="1098 1668 1249 1715">2020/21</th> <th data-bbox="1249 1668 1385 1715">2021/22</th> </tr> </thead> <tbody> <tr> <td data-bbox="794 1715 946 1774">23</td> <td data-bbox="946 1715 1098 1774">19</td> <td data-bbox="1098 1715 1249 1774">4</td> <td data-bbox="1249 1715 1385 1774">6</td> </tr> </tbody> </table>	2018/19	2019/20	2020/21	2021/22	23	19	4	6
2018/19	2019/20	2020/21	2021/22						
23	19	4	6						
Pupils are exposed to a wide range of social/cultural and sporting experiences – broadening their horizons and developing their cultural and social capital.	A full program of enrichment was delivered with all clubs free to pupils. Trips were also subsidised, and PP attendance prioritised.								
Relationships between the academy, children's learning and home have been developed further.	Good relationships and enhanced communications with parents were developed over the last year. A number of events and experiences for parents								

	<p>have been held and extremely well attended. Termly parent/pupil workshops for maths and phonics were well attended.</p> <p>New approach to home reading has seen significant increase in pupils reading at home.</p>
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Externally provided programmes

Programme	Provider
RWI Phonics	Ruth Miskin
Lexia	Lexia
Times Table Rockstars	TT Rockstars / Maths Circle Ltd
Century Education	Century

Further information

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- Implementing Ark's digital strategy which aims to equip all children from Year 3 to Year 6 with their own personal Chromebook with a view to extend learning beyond the classroom. The school will also invest in online learning platforms to support pupils progress in learning as well as develop their core computing skills in preparation for secondary school and life beyond.
- Curriculum Enrichment: We recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Our curriculum aims to combine knowledge with experience and judgement on what pupils see. We believe in the philosophy: "I hear, and I forget. I see and I remember. I do and I understand". Each term teachers plan for visits or visitors to ensure children have real experiences to inspire their learning.