

# Pupil premium strategy statement – Arundel Court Primary Academy and Nursery

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	670
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2024 (Year 2)
Date on which it will be reviewed	December 2025
Statement authorised by	Ruth Worswick (HT)
Pupil premium lead	Ruth Worswick
Governor / Trustee lead	Jessi Wilson (PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£494 550
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£494 550

# Part A: Pupil premium strategy plan

## Statement of intent

At Arundel Court, we want all our children, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. We will use our pupil premium grant to support disadvantaged children to achieve that goal. We will also consider our most vulnerable pupils, such as those who have a social worker and we will support their needs, regardless of whether they are disadvantaged or not.

We put high-quality teaching at the heart of our approach, because this is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefitting all children in our school. All staff are clear on their responsibilities for this disadvantaged group and have ambition for all children.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. We want all our children to recover from school closures and the wider impact of Covid-19.

Our strategy considers both group and individual needs, based on robust assessment *and* observations. We will make sure we act as soon as a need is identified. To ensure we are effective we will:

- give our children the right balance of challenge and support in the work that we set them;
- make sure our school ethos is that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- address non-academic challenges to attainment, including attendance, well-being and behaviour.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children indicate weaker reading skills and greater levels of support required for reading and writing due to poor phonic knowledge, narrower vocabulary and less developed oral and communication skills.
2	Assessments in core subjects show that attainment for our disadvantaged children is lower than for non-disadvantaged children overall.

3	Academic rigour is less of a priority for many of our families. Our parents work hard to ensure their children’s needs are met and that they are happy and well-looked after. This means that for many of our children, learning does not continue at home, eg daily reading, practising phonics, number bonds etc.																								
4	Our observations and discussions with children and families show that our disadvantaged children have fewer enriching life experiences (leading to a lack of stimulus for learning and difficulties in making links in learning). Anecdotally, many do not venture outside of their immediate locality.																								
5	Lack of focus and confidence, sometimes due to poor mental health and wellbeing is seen in some of our disadvantaged children – being tired, not having eaten breakfast, having witnessed arguments or DV, experiencing trauma. Assessments and observations of pupils indicate that some pupils lack the application of key metacognition skills in order to support self-regulation in their learning. Many pupils rely on adult support and intervention when work is found to be challenging and are yet to develop skills to work more independently.																								
6	<p>Attendance data for this year and previous years shows disadvantaged pupils are disproportionately represented in the Persistent Absence group.</p> <table border="1" data-bbox="371 1014 1369 1290"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Overall attendance</th> <th colspan="2">Persistent Absentees</th> </tr> <tr> <th>Non-DA</th> <th>DA</th> <th>Non-DA</th> <th>DA</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>95.57%</td> <td>92.38%</td> <td>8.22%</td> <td>28.33%</td> </tr> <tr> <td>2023-2024</td> <td>95.2%</td> <td>92.2%</td> <td>9.21%</td> <td>24.84%</td> </tr> <tr> <td>2024–2025 Autumn</td> <td>96.56%</td> <td>93.44%</td> <td>7.59%</td> <td>23.16%</td> </tr> </tbody> </table>		Overall attendance		Persistent Absentees		Non-DA	DA	Non-DA	DA	2022-2023	95.57%	92.38%	8.22%	28.33%	2023-2024	95.2%	92.2%	9.21%	24.84%	2024–2025 Autumn	96.56%	93.44%	7.59%	23.16%
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7	<p>Mobility of our children</p> <p>2024-2025: 45 children have joined us mid-year to date</p> <p>2023-2024: 86 children joined us mid-year</p> <p>2022-2023: 33 children joined us mid-year</p>																								
8	IDSR shows that ACPA is well above the average percentile in EAL, PP, SEND Support and Deprivation (both pupil base and school location). We are above average in our percentage of children who have an EHCP. We are close to average school stability.																								

## 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
1 Improved reading and writing skills, with all children making good progress in English.	Phonics outcomes for PSC to be over 80% for Y2 & over 90% for Y1 in June 2026. Rapid progress is seen for those children who do not pass the PSC. Outcomes in English at end of EYFS, KS1 and KS2 for disadvantaged children to be in line with overall national average at ARE, with an increase in those achieving GD.
2 Improved oral language skills and vocabulary among disadvantaged children.	Children in EYFS make better than expected progress in C&L so that children achieve in line with national average at the end of YR. Talk Boost and Early Talk Boost assessments show good progress. Voice 21 principles are embedded across the whole school, with champions in each key stage. Assessments, observations, book looks show improved oral language.
3 Improved maths attainment for disadvantaged children at both KS1 and KS2.	Outcomes at end of EYFS, KS1 and KS2 for disadvantaged children to be in line with national average. Mastery approach seen across school. Transition arrangements for Y5-7 are effective and lead to children being better prepared for Y7.
4 Gaps in learning are accurately identified and addressed in order to reduce gaps.	Assessment timetable in place. Termly standardised tests used to analyse gaps in learning and inform next steps in learning. Targeted interventions in place to pinpoint specific gaps. Assessments show progress towards targets. All staff delivering interventions are well trained. Monitoring shows positive impact – of delivery by staff and of attainment by children.
5 Increase children's resilience to learn and ability to work independently. Staff and children understand how we learn –	Monitoring shows that teachers model the thinking process, children take responsibility for their own learning and understand what they need to do to be

how to plan, evaluate and monitor our own learning.	successful. All disadvantaged children achieve the ELG for self-regulation. Teaching staff use Support Scale effectively so that we see an increase in independence through tracking the SS numbers.
6 Children with SEND will make good progress	Children with SEND are correctly identified and the right provision is in place for them. All children with SEND have an IEP that is reviewed at least termly and progress against targets is tracked. Staff are well trained in and effective at supporting additional needs and adapting teaching to maximise access and success with curriculum. All staff are ambitious for children with SEND and have high expectations.
7 Improved attendance for all our children, especially our disadvantaged children.	Sustained high attendance, shown by: - overall attendance rate for all children being at least 95% - percentage of children who are persistently absent being reduced to be in line with national rates.

## 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: £196 395

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>DfE validated Systematic Synthetic Phonics programme embedded. All new teaching staff trained in delivery &amp; principles adopted across the school.</i></p> <p><i>Coaching &amp; mentoring from Early Reading Lead for new staff.</i></p> <p><i>Successful implementation of LWL&amp;S Rapid Catch-up and LWL&amp;S SEND programme. New Y2 plans &amp; books implemented.</i></p> <p><i>Phonics lead released 1 day a fortnight.</i></p>	<p>Phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. Choice of Little Wandle will also address early comprehension through its reading lessons that run alongside the phonics.</p> <p><a href="#">Phonics Toolkit Strand</a></p> <p><a href="#">Education Endowment Foundation EEF</a></p>	<p>1</p>
<p><i>English</i></p> <p><i>Destination Reader introduced to Y3 in Autumn term 2023. With a rapid positive impact, we rolled it out to Y4,5 and 6 during 2024.</i></p> <p><i>Reading for Pleasure promoted through employment of 0.8 librarian; participation in World of Stories programme, creation of outdoor reading area. Library relocated to be accessible during play/lunch times.</i></p> <p><i>Handwriting scheme introduced throughout the school – Nelson Handwriting Scheme.</i></p> <p><i>Training and coaching from LA English Advisor to improve Writing, focus on SPaG and independent application.</i></p>	<p>Pupils from disadvantaged backgrounds lost more months of learning in reading than non-DA pupils during lockdowns. These children are now our KS2 children. Feedback from over 100 schools currently using Destination Reader has shown dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading more.</p> <p>Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.</p> <p>Understanding Progress in the 2020/21 Academic Year (DfE 2021)</p> <p><a href="#">Destination Reader (Hackney Services for Schools)</a></p> <p><a href="#">The Reading Framework (DfE 2023)</a></p> <p><a href="#">EEF Reading Comprehension Strategies</a></p>	<p>1</p>
<p><i>Oracy</i></p> <p><i>Voice 21 – Y3 training for SLT &amp; Lead; Y2 training for EYFS &amp; KS1 leads.</i></p> <p><i>Trust training (x1 day for TAs)</i></p> <p><i>Employment of SAL therapist x3 days a week</i></p> <p><i>Oracy lead released 1 day a fortnight</i></p>	<p><a href="#">EEF Oral Language Interventions</a></p>	<p>2</p>

<p><i>Maths</i>  <i>Maths Mastery – training,</i>  <i>Y5-7 training</i>  <i>SEND &amp; Maths training</i>  <i>Mastering Number rolled out throughout school.</i>  <i>Support from Maths Hub lead – S planning and in class coaching to deliver</i></p>	<p>Mastery learning approaches have consistently positive impacts, with higher effects in primary school and in maths.  <a href="#">EEF Mastery Learning</a></p>	3
<p><i>Purchase standardised diagnostic assessments for Y1-6.</i>  <i>Training for staff to ensure analysis and interpretation has effective impact. Gaps in learning identified and teaching adjusted accordingly.</i></p> <p><i>NTS tests for Y2-5 each term</i>  <i>SATs tests for Y6</i>  <i>Half termly LW tests</i></p> <p><i>Pupil Progress Meetings termly</i></p>	<p>Standardised tests can provide reliable insights into strengths/ weaknesses so that children receive correct additional support either through interventions or adjustments to teachers' planning.</p> <p>Progress of individuals is tracked to measure impact of strategies and to identify children not making good progress.</p>	4
<p><i>Resilience and Independence</i>  <i>Teacher modelling of learning processes (I do, we do, you do).</i>  <i>Maximising Use of TAs training – DHT &amp; 2 TAs</i>  <i>INSET training for use of TAs</i>  <i>MH TA</i>  <i>EP support</i>  <i>Whole School adoption of Zones of Regulation</i></p>	<p><a href="#">Maximising Use of TAs</a>  <a href="#">EEF Guidance – Making Best Use of TAs</a></p> <p>Gradual release of responsibility – various sources, eg <a href="#">Doug Fisher and Nancy Frey 2007</a></p>	5
<p><i>SEND</i>  <i>Independent SEND review</i>  <i>Training – INSET &amp; PDMs</i>  <i>Cliffdale outreach</i>  <i>Use of TES Provision Map</i>  <i>GRSEND in place</i></p>	<p>Accurate baseline of what we need to do to improve SEND provision – this will enable us to plan effectively for better outcomes for our SEND children and therefore, for all our children.</p>	6

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

Budgeted cost: £130 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Reading Recovery</i>	<a href="#">Early Intervention research</a>	1
<i>LWL&amp;S Keep-up/Catch Up Additional phonics sessions targeting children who are not on track to pass (or have not passed) the PSC. Use of LWL SEND resources</i>	Teaching Assistant Interventions can be most effective when the TA is well trained and the child continues to have high quality interactions with the class teacher.	1
<i>Talk Boost and Early Talk Boost – training release for staff Delivery to EYFS and Year 1 children.</i>	<a href="#">Teaching Assistant Interventions</a>  <a href="#">EEF Oral Language Interventions</a>	2
<i>Extra support for children where needs are identified even if no EHCP, eg increased support in Inclusion centre, 1:1 for key children who are not accessing mainstream without extra help.</i>	<a href="#">Teaching Assistant Interventions</a>  Ensuring needs of all children are met; we recognise that official channels of support can take time to be realised but we aim to meet needs without delay.	6
<i>DT working closely with SGO Team to secure funding for therapy for our PLAC children</i>	We recognise that many of our children have experienced trauma and need therapeutic ways in which to support their well-being.	

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

Budgeted cost: £168,105

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Employment of full time Attendance and Medical Officer</i>	This ensures we meet statutory obligations and that we can respond more rapidly when we have concerns.	7



<p><i>Employment of 4.5 fte pastoral team who support our families with well-being, financial support, early help. They support individual children and groups with mental health/social schools which in turn supports them to be in school and ready to learn. This includes ELSA support. Mental Health Lead to complete Senior MH Lead training this year.</i></p>	<p>In order to be able to learn, children need to feel safe. Many of our children have suffered a number of ACES and need support and understanding to be ready to engage with school.</p>	<p>5 7</p>
<p><i>Enrichment – we subsidise costs for enrichment activities through:</i></p> <ul style="list-style-type: none"> <li>- <i>lease of 2 minibuses to reduce transport costs,</i></li> <li>- <i>running after-school clubs at a nominal cost to families</i></li> </ul>	<p>Many of our families and children have limited resources and don't access wider opportunities or experiences. But in order to have aspirations, children need experiences so we aim to provide these for all. Mick Walters – Thinking Allowed on Schooling</p>	<p>5</p>
<p><i>Wrap Around Care to support attendance and to help families stay in work.</i></p> <p><i>We have linked up with a neighbouring school as our numbers don't support care in school. We fund TAs to collect the children in the mornings and to drop them off in the afternoons.</i></p>	<p>Many of families have limited resources to enable child care so that they can work outside the home. By enabling access to wrap around care, we support them to have improved finances.</p> <p>For other families, it provides the opportunity for respite.</p>	<p>7</p>
<p><i>Host the LA SGO social group – twice weekly in holidays and occasional evenings; store their resources.</i></p> <p><i>Optional PLAC plans are completed and reviewed termly.</i></p>	<p>Many our families now access the group because of the familiarity of the location. The support the group gives families is invaluable, emotionally and practically.</p> <p>Regular reviews ensure a voice for all and ensures prompt responses to changes in circumstances or needs.</p>	<p>All</p>
<p><i>We support our Pastoral and DSL teams with their own well-being so that they are better able to support others and can improve their own practice through:</i></p> <ul style="list-style-type: none"> <li>-<i>release time to participate in Barnardoes</i></li> <li>- <i>commissioning DSL half-termly supervision</i></li> </ul>	<p>Our pastoral team and DSL team are better able to support families when their own well being is looked after, <a href="#">Jenny Mosely – Five Wells</a> is one example of recognises this.</p>	<p>All</p>

**Total budgeted cost: £558,105**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*KS2 data for 2024 shows there is still a large gap in attainment between DA and non-DA children:*

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Whole Cohort (88)</i>	59%	52%	53%
<i>Disadvantaged (52)</i>	56%	48%	50%
<i>Non-Disadvantaged (36)</i>	64%	58%	58%

*Phonics data for 2024 shows there is still a gap in attainment between DA and non-DA children at Y1, but this reversed for Y2.*

	<i>Y1</i>	<i>Y2</i>
<i>Whole Cohort (85 - 22)</i>	72%	41%
<i>Disadvantaged (45 - 8)</i>	67%	50%
<i>Non-Disadvantaged (40 - 14)</i>	78%	36%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Destination Reader	Destination Reader
Little Wandle Phonics	Little Wandle
Time tables Rockstars	TT Rockstars
Oracy	Voice 21

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*