

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	Ackton Pastures Primary Academy
Number of pupils in school	(351)
Proportion (%) of pupil premium eligible pupils	(63) 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Katie Mason
Pupil premium lead	Lynsey Whalley
Governor / Trustee lead	Helen Causier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84 337
Recovery premium funding allocation this academic year	£ 8 410
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	£ 84 337

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces. It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the differences between these children and their peers both at a school and at a national level.

At Ackton Pastures Primary Academy our main priority is to make sure that all children have access to a high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at Ackton has been designed and developed from the National Curriculum and we have used research from Mary Myatt, Tom Sherington, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory.

Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge.

If and when any children experience barriers to their learning bespoke intervention is implemented swiftly and again monitored carefully by staff.

Challenges

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

Challenge number	Detail of challenge
1	Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap to their peers.
2	Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.
3	Parents have a limited understanding of how they can support their children to be even more successful at school
4	Attendance is not a high priority for some families. The COVID pandemic has created mental health and wellbeing issues and health anxiety for many pupil premium parents.

5	Pupil premium children have limited access to age-appropriate quality texts at home, which has been further highlighted due to restrictions on sending home books during the pandemic. This has impacted on progress and attainment of PP children in reading.
---	--

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
Attainment between pupil premium and non pupil premiums nationally is closed	<ul style="list-style-type: none"> Pupil premium children have full access to the whole curriculum. Pupil premium children achieve in line with their peers nationally. Pupil premium pupils make more rapid progress than their peers.
Pupil premium pupils have access to powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	<ul style="list-style-type: none"> Pupil premium children have access to extra curricular activities and enhancements, including residential visits to enhance their understanding of the world. Pupil premium children have effective access to pedagogic practice that supports the development of long term memory. Pupil premium pupils are exposed to explicit teaching of vocabulary so they develop subject specific tier 2&3 language. Pupil premium pupils access powerful knowledge through a carefully planned curriculum so that they reach cumulative end points in every subject.
Parents of pupil premium pupils have effective relationships with school and as a result are able to support their children with their education.	<ul style="list-style-type: none"> Clear communication between home and school resulting in positive relationships. Parents are aware of their child's development, and how they can support them. As a result, pupils receive more consistent support from home. Communication with parents has improved as a result of school better understanding and meeting the needs of the pupil premium families.
Pupil premium children attend well. PA of PP children is reduced	<ul style="list-style-type: none"> Strong relationships between school and pupil premium families result in pupils attending more regularly. Pupil premium attendance is closer to national and shows an improving

	trend. Reducing PA for pupil premium pupils demonstrates improvement over time.
Access to quality, age-appropriate literature is made available to all PP children and high-quality interventions for reading are in place and reading knowledge and understanding is improved.	Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in reading.

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: £ 55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two non-class based assistant Headteachers to provide coaching to teachers	Quality Wave one teaching EEF Effective professional development	1&5
CPD all staff on best pedagogical approaches based on research.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) EEF best practice Quality First Teaching.	1&2
CPD upper KS2 Staff RWI Fresh Start	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1&2
CPD Maths Mastery and Mastery of Number specialist provided by Maths hub	Proven approach to teaching maths which develops conceptual understanding as well as procedural fluency	5
Allocation of funding to ensure access to high-quality texts.	Providing a language rich curriculum and environment to promote a love of reading	
Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1&2
Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1&2
Additional time provided for subject leaders from across	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura)	1&2

the Trust to meet, develop and support progress throughout their subject.	EEF best practice Quality First Teaching.	
implementation of high-quality phonics program RWI.	Proven approach to teaching spelling.	1&2
Access to high quality training provided by the local authority to support pastoral processes within school and support for parents	EEF guidance – working with parents to support pupil attainment	3

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional coaching of staff by designated RWI leader	EEf Research/Dfe approved programmes of learning for synthetic phonics	5
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs- EEF- Extending School Time	5
Delivery of RWI Freshstart	Dfe approved programmes of learning for synthetic phonics	5
Pre-Teaching	EEF research based document- Making best use of Teaching Assistants	5
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEf Research/Dfe approved programmes of learning for synthetic phonics	5

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<i>The appointment of a designated attendance and behaviour officer to support families in improving attendance</i>	EEF Blog- Social and Emotional Learning	3&4
A full time learning mentor within school	EEF Blog – Social and Emotional Learning	ALL
<i>Additional funding to supplement school trips and visits</i>	EEF Enrichment	2

Total budgeted cost: £ 85 000

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.

Aim

Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (RWInc) and reading at KS2 (GR)

Outcome

All staff are consistent in delivery of our SSP programme and phonics outcomes were 71%

Work with the maths hub and use resources and materials to aid and allow children to 'Catch Up' EYFS teachers to attend the relevant Maths Hub programmes to support their delivery of teaching with the Maths Hub resources and materials.

Internal maths data show improved outcomes particularly in the Early Years, GLD was above national at 76%, KS1 outcomes were above national in all areas

Maths Leader to coordinate the 'Mastery Readiness' programme delivered by the maths hub.

Maths continues to be a key focus for school improvement

Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develop their academic vocabulary (Quigley)

Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional intervention- phonics and spelling Small group tuition Learning mentor support for mental health and well being.
What was the impact of that spending on service pupil premium eligible pupils?	Happier, more engaged built positive friendships and support groups.

CIC/PCIC Pupil premium funding

Measure	Details
How did you spend your cic/pcic pupil premium allocation last academic year?	<ul style="list-style-type: none">• Small group targeted support.• Parental support from learning mentor to provide additional support at home with home learning throughout the pandemic.
What was the impact of that spending on cic/pcic pupil premium eligible pupils?	Improvements in engagement and self esteem provided by pupil voice

Further information (optional)

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