



# 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 Blacklands Primary Academy
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	145 pupils (23%)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2023
Date this statement was published	01.11.22
Date on which it will be reviewed	30.09.23
Statement authorised by	Lorraine Clarke – Regional Director
Pupil premium lead	Natalie Rankin - Principal
Governor / Trustee lead	Natasha Tewkesbury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,895
Recovery premium funding allocation this academic year	£19,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,471

# Part A: Pupil premium strategy plan

## Statement of intent

At Ark Blacklands Primary Academy, our curriculum is designed to be ambitious for all pupils, where children are empowered to learn and understand that education provides them with future life choices. We believe that every child should have the opportunity to succeed at university or in a career of their choice. Our curriculum ensures that children are active participants in the learning process; they are challenged to think, question, reflect and analyse.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

**Our context:** We are a larger than average, 3-form entry primary school in Hastings, 23% of pupils are eligible for FSM Ever 6 compared to 20.8% nationally. The school location deprivation indicator is in quintile 2 (average) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

**Key Principals:** We will ensure that effective teaching, learning and assessment meets the needs of **all** pupils through the rigorous analysis of data. Class teachers will identify through pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## 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	Development of spelling, grammar and handwriting
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 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 Reading (0)
Improved progress for disadvantaged children in Writing	Achieve at least as well as their non-disadvantaged peers and in line with or above national average progress scores in KS2 Maths (0)
Proactively support pupils demonstrating poor mental health and wellbeing.	Pupils identified and supported in school or referred to appropriate body.
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: £17,000

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 programme is successfully delivered by all relevant staff.	<a href="#">EEF</a> - Reading comprehension strategies. Very high impact for very low cost based on extensive evidence. <a href="#">EEF</a> - 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'. Appointment of two further in-class 'Champions' to attend Train the Trainer sessions and deliver in school staff development.	<a href="#">EEF</a> – Oral language interventions. Very high impact for very low cost based on extensive evidence.	1, 2

Purchase of RWI 'Home Readers' to refresh stock and ensure access to reading books with the right sounds for EYFS and KS1.	<a href="#">DfE Reading Framework</a> – Appendix 6. Decodable texts for children beginning to learn to read	1
Purchase of further Barrington Stokes 'accessible reading' books to engage older pupils.	<a href="#">DfE Reading Framework</a> – Appendix 6. Decodable texts for children beginning to learn to read	1
Purchase of standardised diagnostic assessments: <ul style="list-style-type: none"> <li>• NGRT</li> <li>• PM Benchmark</li> <li>• Headstart Assessments</li> <li>• Speech and Language Link</li> <li>• NELI</li> </ul> Training for staff to ensure assessments are interpreted and administered correctly.	<a href="#">EEF</a> - 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.	1,3

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

Budgeted cost: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support for speech & language development, including the recruitment of SALTa, ongoing use of NELI in Reception and Year 1.	<p><a href="#">EEF</a>- One to one tuition High impact for moderate cost based on moderate evidence</p> <p><a href="#">EEF</a>- Small group tuition Moderate impact for low cost based on moderate evidence</p> <p><a href="#">EEF</a> - Improving spoken language skills in young children around the time that they start school</p>	2
Provide high quality academic intervention in reading to address lost learning from previous years and increase number of pupils at their chronological reading ages. <ul style="list-style-type: none"> <li>• Provision of RWI 1-1 support assistants</li> <li>• Recruitment of one Graduate TAs</li> <li>• Continued employment of Reading Champions</li> <li>• Appointment of tutor through NTP – Protocol Education – 2 days per week</li> </ul>	<p><a href="#">EEF</a>- One to one tuition High impact for moderate cost based on moderate evidence</p> <p><a href="#">EEF</a>- Small group tuition Moderate impact for low cost based on moderate evidence</p>	1,2,3

Times Table Rockstars, Mathletics, 123 Maths subscriptions	<a href="#">EEF</a> - Using Digital Technology to Improve Learning – Recommendation 3: Technology offers ways to improve the impact of pupil practice	1,2
Purchase of Barrington Stokes books to support lowest 20% of readers access quality texts at an appropriate level.	<a href="#">EEF</a> - It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	1

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

Budgeted cost: £60,471

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.	<a href="#">EEF</a> – Arts Participation: All children learn to play recorder – instrument costs covered by school where financial support needed. Subsidised costs of music tuition for disadvantaged pupils including for clarinet, guitar, flute and brass.	4,5
Subsidised visits and after school clubs	Children from lower income families may not be able to attend school trips or after school clubs which will disadvantage their access to a an enriched curriculum	4,5
Deployment of new ELSA (Emotional Literacy Support Assistants) to apply SEL approaches to increase positive pupil behaviour, mental health and well-being and academic performance.	<a href="#">EEF</a> - Social and Emotional Learning in Primary Schools Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. <ul style="list-style-type: none"> <li>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</li> <li>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</li> <li>Social awareness: use stories to discuss others' emotions and perspectives.</li> <li>Relationship skills: role play good communication and listening skills.</li> <li>Responsible decision-making: teach and practise problem solving strategies.</li> </ul>	1,2,3,4,5
Attendance strategies / incentives and support for parents provided by Attendance Officer.	<a href="#">DfE</a> - Improving school attendance: support for schools and local authorities <ul style="list-style-type: none"> <li>Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address</li> </ul>	4,5

	<p>absences. Make sure these systems are inclusive and appropriate for all pupils</p> <ul style="list-style-type: none"> <li>• establish robust escalation procedures which are initiated before absence becomes a problem, for example by: <ul style="list-style-type: none"> <li>○ sending letters to parents and carers</li> <li>○ creating attendance clinics</li> <li>○ identifying parent support groups and signposting</li> <li>○ engaging with local authority attendance teams organisations</li> </ul> </li> </ul>	
Contingency fund		

**Total budgeted cost: £195,471**

# 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.

Intended outcome	Success criteria	Outcomes 2022									
Improved progress for disadvantaged children in Phonics & Early Reading	Achieve at least 90% expected standard in PSC in Year 1 and Year 2.	<p>91% of all Y1 pupils passed PSC 81% of Y1 PP pupils passed PSC</p> <p>93% of all Y2 pupils passed PSC 89% of Y2 PP pupils passed PSC</p> <p>National pass rate all pupils 82% (2019) Continue with focus to further improve outcomes for PP.</p>									
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 Reading (0)	<p>KS2 outcomes in reading 2022:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading EXS</td> <td>95%</td> <td>88%</td> </tr> <tr> <td>Reading progress</td> <td></td> <td>2.0</td> </tr> </tbody> </table> <p>Successful focus, PP secondary ready.</p>		PP	All pupils	Reading EXS	95%	88%	Reading progress		2.0
	PP	All pupils									
Reading EXS	95%	88%									
Reading progress		2.0									
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)	<p>KS2 outcomes in maths 2022:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Maths EXS</td> <td>89%</td> <td>84%</td> </tr> <tr> <td>Maths progress</td> <td></td> <td>0.7</td> </tr> </tbody> </table> <p>Successful focus, PP secondary ready.</p>		PP	All pupils	Maths EXS	89%	84%	Maths progress		0.7
	PP	All pupils									
Maths EXS	89%	84%									
Maths progress		0.7									
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.	<p>In 2021-22 a large number of pupils tested positive for COVID-19 which negatively impacted rates of attendance for all pupils, including disadvantaged.</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Ave. attendance</td> <td>93.0%</td> <td>94.3%</td> </tr> <tr> <td>PA rate</td> <td>25.4%</td> <td>14.8%</td> </tr> </tbody> </table> <p>Further focus on attendance of PP pupils is needed in 2022/23</p>		PP	All pupils	Ave. attendance	93.0%	94.3%	PA rate	25.4%	14.8%
	PP	All pupils									
Ave. attendance	93.0%	94.3%									
PA rate	25.4%	14.8%									

## 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*

<b>Programme</b>	<b>Provider</b>
RWI Phonics	Ruth Miskin
TimesTable Rockstars	TT Rockstars / Maths Circle Ltd
Mathletics	3P Learning



## 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:

- Having utilised the DfE grant in 2011-22 to train a senior mental health lead, this leader now has an action plan to implement strategies to support mental health and emotional wellbeing in all aspects of school life. Supported by a working party the Lead will implement and monitor success of any initiatives.
- 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.
- Improve readiness to learn for most disadvantaged pupils by attending 'Therapeutic Thinking' training and implementing these approaches alongside Zones of Regulation.
- 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.