

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Archbishop Cranmer CE Academy
Pupils in school (as at Oct 2021 Census)	172
Proportion of disadvantaged pupils	13% (25 inc 3 service)
Pupil premium allocation this academic year (financial years)	£13,760 (01/04/20– 31/03/2021) £14,587.50 (01/04/21 – 31/03/22) =28,347.50
Academic year or years covered by statement	2021-22
Publish date	November 2021
Review date	November 2022
Statement authorised by	Melanie Stevens
Pupil premium lead	Lauren Rogers
Governor lead	Dr Amy Taylor and Mrs Lindsay Mussert

Statement of Intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, lack of confidence and self-esteem, poor retention, gaps in knowledge and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- to provide additional educational/emotional support to improve the progress and to raise the standard of achievement for these pupils.
- to narrow and close the gap between the achievement of these pupils and their peers.
- to address any underlying inequalities between children eligible for Pupils Premium and others.
- to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

We aim to do this through

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed
- recognising that all pupils who receive free school meals will be socially disadvantaged
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- reserving the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- allocating funding effectively by following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

Providing a culture of opportunity which aims to balance inequalities in the experiences of children from different backgrounds is fundamental in decision making when allocating funding. Examples of how funds are allocated include;

- Maths and English interventions
- Uniform purchase
- Educational visits and residential trips
- Musical tuition including purchase of instruments and cost of examinations
- Young Leaders
- Rewards and incentives
- Therapeutic support
- Additional swimming sessions
- Educational Visits
- Before and After-School Clubs and Extra Curricular Opportunities
- Booster Sessions
- Swimming Lessons
- Increased Teaching Partner Support to work with small groups, 1:1 and reduce class size
- Extra-curricular clubs (including resourcing)
- Specialist curriculum provision
- ELSA (Emotional Literacy Support Assistant)
- Focus Group 'Keep Up' interventions.

Disadvantaged pupil progress scores for academic year: 2019

Measure	Score
Reading	-3.7
Writing	-1.18
Maths	-1.91

Disadvantaged pupil performance overview for academic year: 2019 (RWM combined)

Measure	Score
Meeting expected standard at end of KS2	50%
Achieving high standard at end of KS2	25%

Disadvantaged pupil performance overview for last academic year

Teacher assessment at the end of 2021 (R/W/M combined)

Measure	Score
Meeting expected standard at end of KS2	100%
Achieving high standard at end of KS2	67%

Challenges

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

Challenge number	Detail of challenge
1	Poor retention of curriculum knowledge and skills.
2	Gaps in knowledge including non-negotiables.
3	Parents with low literacy and numeracy skills so children not able to be supported at home with reading/spelling/homework etc.
4	Emotional Wellbeing.
5	Attainment of HA/PP pupils.

Strategy aims for disadvantaged pupils

Challenge Number	Activity	Evidence that supports this approach
1,2	Provide support through one-to-one tuition, targeted marking and in-class targeted support to accelerate learning and minimise any impact on the attainment gap caused by COVID-19 in reading, writing and maths (National Tutoring Programme).	<p>EEF</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>
Priority 1,2,3	<p>1 x Teaching Assistant has dedicated time to support phonics catch-up and PM benchmarking across KS2 (TW).</p> <p>Whole School Pupil Premium will become more in-line with whole school Non-Pupil Premium in reading, writing and maths.</p>	<p>EEF</p> <p>The toolkit created by The Sutton and the EEF (Education Endowment Foundation) shows that “teachers and TAs work together effectively, lead to increases in attainment”.</p> <p>Similarly, there is research which focuses on teaching assistants who provide one to one or small group support – “often support is based on a clearly specified approach which teaching assistants have been trained to deliver”. These groups show a stronger positive benefit of between three and five additional months on average.</p> <p>Similarly, studies show that “the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the</p>

		better” and also “greater feedback from the teacher and more sustained engagement in smaller groups” allows for more rapid progress to occur.
1,2,5	Ensure all relevant staff (including new staff) have received relevant training including the purchasing of appropriate phonics books to deliver the phonics scheme effectively.	<p>“Supporting the attainment of disadvantaged pupils: Briefing for School Leaders” by the DfE (2015) identifies that “More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs”.</p> <p>In order to do this, there needs to be a Pupil Premium Leader, monitoring provision and directing it appropriately to ensure the attainment gap narrows.</p>
Impact <ul style="list-style-type: none"> ➤ The attainment gap between Pupil Premium and Non-Pupil Premium pupils will be narrowed in all year groups and Pupil Premium continue to outperform Non-Pupil Premium at the end of KS2 2022 (as in 2020,2021). ➤ Whole School Pupil Premium will become more in-line with whole school Non-Pupil Premium in reading. 		
Projected spending	£25,000	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) Improve whole school attainment in-line with non-disadvantaged peers.	July 22
Progress in Writing	Improve Greater Depth in KS2 Writing.	July 22
Progress in Mathematics	Increase average progress scores in maths – push middle attainers to improve progress scores. Improve whole school attainment in-line with non-disadvantaged peers.	July 22
Phonics	Improve on 89% phonics pass rate. Increase whole school reading scores – push middle attainers to improve progress scores.	July 22
Other	Improve emotional wellbeing and attendance of PP pupils in light of COVID-19 school closure.	Ongoing

Targeted academic support for current academic year

Challenge Number	Activity	Evidence that supports this approach
1,2,5	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.	EEF Good implementation of phonics programmes will also consider pupils wider reading skills and will identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies.
5	Work with maths hub: Mastering Number Programme and a Primary Development Work Group to embed Teaching for Mastery across all year groups.	EEF The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.
Impact <ul style="list-style-type: none"> ➤ Ensure staff use evidence-based whole-class teaching interventions. Ensure interventions are consistent across all year groups. ➤ The attainment gap between Pupil Premium and Non-Pupil Premium pupils will be narrowed in all year groups and the Pupil Premium continue to outperform the Non Pupil Premium at the end of KS2. ➤ MA pupils make more rapid progress which will increase progress scores. ➤ This will be measured by end of KS2 SATs 2022. 		
Projected spending	£1,000	

Wider strategies for current academic year

Challenge Number	Activity	Evidence that supports this approach
4	Improve social and emotional skills and wellbeing.	<p>EEF</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>The toolkit created by The Sutton and the EEF (Education Endowment Foundation) suggests that “SEL (Social and Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)”</p>
3,4	<p>Provide a culture of opportunity: Offer children a range of extra-curricular opportunities (including those, which raise aspirations) which enables each child to achieve their full potential and break down any barriers to learning.</p> <p>To continue to cement the intent of the Archbishop Cranmer values-based curriculum to best match the academic and personal needs of all pupils so that progress is evidenced throughout a broad and balanced provision.</p>	<p>According to the toolkit, created by The Sutton and the EEF (Education Endowment Foundation), shows that overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress. The Sutton and the EEF (Education Endowment Foundation) has found that the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some Arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>
3	Improved Disadvantaged Pupils attendance and punctuality.	We can’t improve attainment for children if they aren’t actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.

Impact	
<ul style="list-style-type: none"> ➤ A higher proportion of children, across the school, will access learning. As a result, they will catch-up and achieve their potential in-line with their non-disadvantaged peers. ➤ Disadvantaged pupils are more focussed and positive during morning lessons through engagement in breakfast clubs and meet and greets. ➤ Aspirations are raised for middle and higher ability disadvantaged pupils through access to targeted educational visits eg NGHS Reach Out Programme. ➤ To continue to ensure attendance and punctuality are in-line with national and to reduce the levels of persistent absenteeism for targeted children. 	
Projected spending	£5,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure appropriate support is given to Early Career Teachers.	Work collectively with the MAT and Flying High Trust giving support and training to ECT. Use pupil documents to track provision and impact linking to effective use of funding.
Targeted support	Ensuring the teaching of Phonics is prioritised in Foundation, Year 1 and Year 2 including those children who need 'catch-up' in Year 3.	Phonics timetabled to be taught daily – to be supported and monitored by senior leaders. Reading lead to read with bottom 20% of readers to ensure correct book band and phonic level.
Wider strategies	Engaging families facing challenges with maintaining appropriate levels of attendance.	Work closely with the MAT on outreach programmes available for persistent absenteeism. Offer spaces at Breakfast and After-School Clubs.

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading	100% of Pupil Premium pupils passed phonics at the end of Year 1. 100% of Pupil Premium achieved EXS or above at the end of KS2. 50% of Pupil Premium achieved EXS or above at the end of KS1. This is a 50% increase from 2019. Focused intervention for phonics and reading given to Year 3 as a priority to narrow the gap between Pupil Premium and Non-Pupil Premium. As well as training and support given to ECT to ensure quality first teaching in front of every class.
Progress in writing	100% of Pupil Premium achieved EXS in writing. Improvement on 2019 results in Greater Depth. New aim to improve attainment of Pupil Premium writing across the whole school.
Progress in maths	100% of Pupil Premium achieved EXS in maths. Improvement on 2019 results in Greater Depth. However, to further increase progress scores, Teaching for Mastery embedded across all year groups.
Phonics	100% of Pupil Premium pupils passed phonics at the end of Year 1. Continue with this, following introduction of new phonics scheme and staff training.
Other	Persistent absenteeism has improved by 25%. Attendance improved to be above the National Average. Continue with strategies and investigate programmes available for persistent absenteeism. Continue to improve emotional wellbeing and emotional literacy to reduce the number with SEMH needs according to EDUKIT surveys and pupil questionnaires (evidenced on wellbeing PLE).