

Pupil premium strategy statement – Argyle Primary School

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	316
Proportion (%) of pupil premium eligible pupils	58 %
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	20/10/23
Date on which it will be reviewed	18/7/24
Statement authorised by	Jemima Wade - Headteacher
Pupil premium lead	Bernadette Mukasa
Governor lead	Mark Chesher -Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 267 720
Recovery premium funding allocation this academic year	£ 25 375
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£293 095

Part A: Pupil premium strategy plan

Statement of intent

We aim to use our pupil premium grant to ensure all our children make good progress relative to their starting points in all subject areas. We also aim to reduce the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally. Furthermore, we consider the challenges faced by vulnerable children, for example those children with a named social worker. We place a strong focus on high quality teaching and use teacher led and teacher assistant led interventions in small groups to support the attainment and progress of our disadvantaged children. We also focus on family support to improve attendance and punctuality for our disadvantaged and vulnerable children.

Challenges

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

Challenge number	Detail of challenge
1	Lower academic starting points in reading, writing and maths
2	Lower attendance and punctuality- which slow progress
3	Less developed oracy skills which impact upon relationships and academic attainment

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
Raise the attainment of disadvantaged children in reading, writing and maths.	Disadvantaged children make accelerated progress in reading, writing and maths.
Attendance and punctuality to improve for disadvantaged children.	Disadvantaged children come to school more regularly and arrive on time.
Improved oral language skills and vocabulary among disadvantaged pupils.	Increased engagement and participation of disadvantaged children in lessons. Assessments and observations show improved language skills.

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: £ 22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Latin and Literacy (£21,000)	Latin and Literacy Impact Report	1, 3
Books to support Little Wandle Fluency Programme (£1000)	EEF Teaching & Learning Toolkit	1,3

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

Budgeted cost: £248,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 Action Tuition Project (£8686)	EEF Teaching & Learning Toolkit	1
Cost of Catch up Clubs (59 children, 1 hour per week for 30 weeks in groups involving 10 adults) (£9000)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one or in small groups.	1
Cost of 2 NNEBs and 5 Tas to support learning in class (£220614)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one or in small groups.	1, 2,3
Cost of one tutor for one term (9000)	EEF Teaching & Learning Toolkit	1,3
Herts4Learning Reading Intervention Training (£1200)	EEF Teaching & Learning Toolkit	1

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

Budgeted cost: £23,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
School contribution to cost of a FSW (1/2 a day per week) £3936	EEF Teaching & Learning Toolkit	1,2
Subsidy of after school clubs (£3000) and educational visits (£13500) and uniforms (£2800)	EEF Teaching & Learning Toolkit	1,2,3

Total budgeted cost: £ 293,736

Part B: Review of 23-24 academic year

Outcomes for disadvantaged pupils

In the **EYFS** in summer 2024, 23/41 of our cohort were disadvantaged and 18 were classed as other -non-disadvantaged. For this cohort, attainment on entry in Autumn 2023 was low. Many disadvantaged pupils had multiple disadvantages.

At the end of the academic year in Summer 2024, 74% of our disadvantaged pupils attained a good level of development compared to 78% of our 'other' pupils. This meant that our gap was -4%, -less than Camden's gap of -16 and less than 2023's national gap of -20.

In the **phonics screening check**, disadvantaged pupils significantly outperformed disadvantaged pupils nationally (94% to 67%) and non-disadvantaged pupils nationally. They also outperformed Argyle 'Other' pupils (94% V 90%) gap +4.

In **Key Stage 1**, disadvantaged pupils outperformed other pupils at the expected standard in reading (80% compared to 63%), writing (56% compared to 26%) and maths (84% to 68%).

At greater depth there were negative gaps in Reading and Maths (-21 and -16). In writing, disadvantaged pupils outperformed non-disadvantaged pupils at greater depth (+12)

In **Key Stage 2**, though negative gaps persist in reading (-9), writing (-9) and maths (-3), these gaps were significantly smaller than 2023 national gaps in reading (-18), writing (-20) and maths (-21). The attainment of disadvantaged pupils at Argyle was above that of disadvantaged pupils nationally in all 3 subjects at the expected standard.

Gaps persist at the higher standard and whilst attainment overall at greater depth has improved significantly, this has increased gaps at greater depth.

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.

Programme	Provider
Latin & Literacy	The Latin Programme-Via Facilis