

## 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 shares a link with the document that details the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Argyle Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	54.79 % at October 20 census (160/292 children Reception -Year 6) On 9/12/21 -166/305 children were eligible for FSM (54.4%). Another 25 pupils are believed to be eligible and are in the process of applying.
Academic year that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-22
Date this statement was published	9/12/21
Date on which it will be reviewed	September 2022 -for FGB
Statement authorised by	Headteacher
Pupil premium lead	Bernie Mukasa -Deputy head
Governor	Chair of Governors Mark Chesher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,200
Recovery premium funding allocation this academic year	£23,200
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	£238,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximizing progress and broadening experiences for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker or family support worker or face additional significant barriers (for example refugee and asylum seeker children who are in temporary hotel accommodation). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are officially disadvantaged or not.

High-quality teaching and providing rich and broad experiences is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support -developing oracy skills, making rapid progress throughout each year group's standards in core subjects and accessing wider opportunities. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following interruptions to schooling caused by the coronavirus pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- continue our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and act to raise everyone's expectations of what can be achieved.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oracy</b> - Poor oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<b>Phonics</b> - Many pupils arriving at non-standard entry points and many pupils with significant SEND needs, means that there is a need for consistently excellent phonics teaching across the school.

3	<p><b>Impact of closures</b> - The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Though disadvantaged pupils at Argyle achieved more highly than disadvantaged pupils nationally, in 2019, internal assessments indicate that currently in at least 4-year groups, attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in reading writing and maths.</p>
4	<p><b>Starting points</b> - Disadvantaged pupils generally enter Reception Class with lower starting points than their non-disadvantaged peers. Additionally, we have noted that the starting points of all pupils have deteriorated over the past 5 years and that pupils are less ready for school than we would previously have expected.</p>
5	<p><b>Wellbeing</b> - Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p><b>Mobility</b> – Due to the location of the school we have high levels of mobility and take in many families who are in temporary housing following a crisis. Our numbers of refugee pupils are very high. Most of these pupils arrive in school with no spoken English and many have no previous schooling. Additionally, many children have suffered significant trauma.</p>
7	<p><b>Lack of parental engagement / ability to support with learning</b> – many of our parents do not speak English well, have limited schooling and can face a number of struggles (e.g. over-crowded housing, poor mental health). This can impact negatively upon their ability to both parent children effectively and support with learning.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve the acquisition of phonics knowledge and skills for pupils of all ages and abilities.	The teaching of phonics will be outstanding across the school. There will be complete fidelity to one scheme and all practitioners will understand how phonics is taught at Argyle. Provision will be made for all children requiring phonics input -no matter which year group they are in.
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 reading, writing and maths outcomes at Argyle continue to be in line with or above the national number attaining the expected standard for disadvantaged pupils and all pupils.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, with no difference in the attendance of disadvantaged pupils and their non-disadvantaged peers.</li> <li>• the percentage of all pupils who are persistently absent being below 5% with no more persistent absence for disadvantaged pupils than for their non-disadvantaged peers.</li> </ul>

## 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: £127 692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Invest in Little Wandle Letters and Sounds systematic synthetic phonics programme. )	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Deploy NNEB in EYFS	To ensure as high as possible adult pupil ratios and enable a strong emphasis on developing strong communication and language skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1 and 3
Release teachers and leaders to take part in Instructional Coaching.	<a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a>	3, 4 and 7
Latin and Literacy	<a href="https://www.thelatinprogramme.co.uk/impact-report">https://www.thelatinprogramme.co.uk/impact-report</a>	1 and 4
Additional teacher – non class based (EAL and SEND focus)	Teaching and 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4 and 6

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

Budgeted cost: £71,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language interventions (TA led) from EYFS – Year 6.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Reading, writing and maths interventions (TA led)	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4 and 7
1:1 and small group tuition Years 1-6	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4 and 7

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

Budgeted cost: £39,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
KIDS Mentors	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5 and 6

SEMH interventions (TA led)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5 and 6
Subsidy of Breakfast Club staffing	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	5
Subsidy of after school clubs	<a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a>	4 and 5
Subsidy of educational visits and music lessons.	<a href="https://publications.parliament.uk/pa/cm200405/cmselect/cmmeduski/120/12003.htm">https://publications.parliament.uk/pa/cm200405/cmselect/cmmeduski/120/12003.htm</a>	4 and 5

**Total budgeted cost: £238, 400**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year is detailed in our document **Plan for Pupil Premium 20-21 with evaluation**.

### 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>
Latin and Literacy	The Latin Programme (Via Facilis)