



ACE Pupil premium strategy statement 2020/21:

1. Summary information					
School	Arundel Church of England Primary School				
Academic Year	2020/21	Total PP budget	£10,840	Date of most recent PP Review	October 2020
Total number of pupils	210	Number of pupils eligible for PP	8 Free School Meals 2 Ever Six 1 CLA 3 Service Children = 14	Date for next internal review of this strategy	July 2021
Whole School Priorities	<ul style="list-style-type: none"> Improving pupil progress and attainment in RE, writing, mathematics and reading and use formative assessment effectively in the process. Raising the quality of teaching, including the strategy we use for individual groups including CHAPS (potential of children to reach high attainment), boys, pupil premium and SEND Implementing the new ACE Learner and associated documents including in the way we work incorporating the ACE Vision Statement and actively using coaching at least once per term. 			Subject Lead	Mrs L Patel Mrs C Cox (is on maternity leave)
Current situation in September 2020	<ul style="list-style-type: none"> Due to Covid-19 most of our PP children were off school from March 2020 and examinations did not take place. In the previous academic year 2018/19 79% of children made expected or better progress in all 3 areas. The most significant progress was in Writing where 75% of pupils made good progress (in 2017/18 it was Mathematics). 			Desired outcomes by July 2021	<ul style="list-style-type: none"> End of KS 2 data shows PP make expected progress and achieve the same as peers nationally. In year assessment shows PP make the expected progress and achieve the same as their peers nationally and at ACE.

	<ul style="list-style-type: none"> Attainment and progress of Yr. 6 pupil children in 2018/19 was excellent and has improved considerably since 2016. <p>Areas for Further Development</p> <ul style="list-style-type: none"> Attainment and progress in core subjects and further development of what works well at ACE, e.g. Year 6, into other year groups. 		
Key priorities for Pupil Premium	<ul style="list-style-type: none"> Ensure we use the Catch-up programme alongside PP funding to ensure we get the most effective suitable programme for children. Review use of staff (including TA interventions) and impact on learning. Liaise with subject lead to ensure they are aware of the trends and discuss what is being implemented to resolve this. Refresh the use of Quality Teaching First (QTF) principles and look at the Education Endowment Foundation (EEF) document in light of Covid-19 	Link Governor	Sue Hine

2. Current attainment (end of Autumn 2018) and attainment for Pupil Premium in 2018/19 (no data for 2019/20 due to Covid-19)							
Attainment for Year 6 2018/2019		<i>Pupils eligible at Yr 6 for PP</i>		<i>Pupils eligible for PP National Yr 6 2018</i>			
% achieving expected standard or above in reading, writing and maths		71%		61%			
% achieving expected standard or above in reading		86%		71%			
% achieving expected standard or above in writing		86%		76%			
% achieving expected standard or above in maths		71%		61%			
Attainment for Whole School 2018/2019							
EYFS GLD%		100%					
Yr 1 Phonics %		N/A					
		<i>Pupils eligible for PP at ACE</i>			<i>All Pupils at ACE</i>		
Looking at the end of Key Stages		Reading	Writing	Maths	Reading	Writing	Maths

% KS 1 achieving expected standard or above in reading, writing and maths (TA Assessment)	100%	100%	100%	83%	83%	90%
% KS 2 achieving expected standard or above in reading, writing and maths (not including Yr 6)	86%	86%	71%	93%	83%	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- | | |
|----|---|
| A. | Some PP children have poor reading ability and therefore require access to appropriate reading material |
| B. | Issues with fine motor skills and opportunities for completing extended writing tasks |
| C. | Recalling their times tables and other related calculations |

External barriers

- | | |
|----|---|
| D. | To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being. Many of these children have not been in school since March 2020. |
| E. | Improve the attendance of PP children to 96%. |

4. Desired outcomes

Introduction from evaluation 2018/19 and 2019/20 (due to Covid19 we were only in school for 6 ½ months)

The ACE 360 illustrated that further work is needed to ensure best practice is used to enhance learning and the children's educational experiences. It was clear that the best performers in the school were those children who received "Quality First Teaching" (QFT). This is in line with Sutton Trust and other research including the EEF June 2019 research. As a result of Covid-19 many of the targets which we set were never fully achieved.

Therefore in 2020/21 we are going to continue to invest in a **Pupil Premium Champion** and further develop the mindsets of all those involved, creating a positive climate for learning and ensuring that quality first teaching is at the heart of what we do with the children. Putting the emphasis on the adults who see the children day to day.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate the progress of PP children in reading across all year groups to close the	All PP children make at least good progress on Tapestry/RWI

	attainment gap with their non-PP peers.	phonics/Accelerated Reader for reading. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets in key year groups.
B.	To accelerate the progress of PP children in writing across all year groups to close the attainment gap with their non-PP peers.	All PP children make at least good progress on Tapestry for writing. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets in key year groups.
C.	To accelerate the progress of PP children in maths across all year groups to close the attainment gap with their non-PP peers.	All PP children make at least good progress on Target Tracker for maths. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets in key year groups.
D.	To ensure vulnerable children, especially those targeted due to low uptake during Covid-19 lockdown receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.	PP children are engaged in their learning and demonstrating positive learning behaviours as seen in ACE 360 including lesson observations, book scrutiny, pupil voice, home/school discussions and staff feedback. PP children engaged in a range of homework activities. School, home and any outside agencies working cooperatively to support individual children.
E.	Improve the attendance on PP children to 95.8%	Reduce the number of persistent absentees among pupils eligible for PP. EWO involvement will not be needed. Attendance for the children is in line with national and school at 96%.

5. Planned expenditure

Academic year

2020/21

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all and Targeted Support for PP children

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To accelerate the progress of PP children (at least good when compared to at least 2 children in the same ability group) in reading across all year groups to close the attainment gap with their non-PP peers.</p>	<p>Key – Red – Not yet Amber – being developed and Green – on-going and developed</p> <ul style="list-style-type: none"> All staff know which children are PP within their class and always hear them read first. Use of same day intervention time, e.g. assemblies, worship and PP interventions, to target PP children. Ensure PP have additional 1:1 from volunteer time for reading across the week if not consistently reading at home. Pupil Premium Champion to monitor QFT for PP through drop in lesson observations, book scrutiny, pupil voice etc. (ACE 360) Deputy head to monitor progress and attainment of PP children, especially Y6, and those children whose prior attainment in KS1 was challenging*. Afternoon interventions to target those PP children who are making slow progress as identified through monitoring and tracking systems linked to performance management. (All staff to continue to have PP children as a target – see Whole School Appraisal 2020/21) and as a target group. Delivery of Read Write Inc Phonics – 1:1 to target individual children when appropriate in KS 1 and lower KS 2. Lexia to continue to be purchased using PP 	<p>2018 – 19 data shows that there is a PP/ non-PP attainment gap in reading across some year groups in school. In 2019/20 we felt we narrowed that gap but not to the level we feel we need.</p> <p>The attainment of the current Y6 PP children at the end of last academic year was below their non-PP peers. In 2019/20 in terms of teacher assessment the gap narrowed.</p> <p>2018 – 19: The reading progress of PP children in KS2 is slower than their non-PP peers.</p> <p>Need to create a reading culture amongst KS2 PP children whilst providing opportunities to read for pleasure and to read for a purpose using such as resource</p>		<p>Class teachers</p>	

	<p>funding . Ensure a rolling programme starting in target year groups – 1 and 2.</p> <ul style="list-style-type: none"> • Development of reading areas in KS1. • Explore use of volunteer readers across school with targeted children, when conditions in Covid-19 allow. • Further CPD for all staff on reading in 2020/21 including the use of accelerated reader. 	<p>as the ACE library, Accelerated Reader and look at methodology linked to the LOVE of reading.</p>			
<p>To accelerate the progress of PP children (at least good when compared to at least 2 children in the same ability group) in writing across all year groups to close the attainment gap with their non-PP peers.</p>	<ul style="list-style-type: none"> • All staff to ensure they know which children are PP in their class and to always mark PP books first using the ACE Marking and Feedback Policy 2019/20 and use Gap Tasks (introduced 2018/19). • Use of same day intervention time, e.g. assemblies, worship and interventions to target PP children. • Deputy and Assistant heads, and Pupil Champion to monitor QFT for PP through lesson observations, book scrutiny, pupil voice etc (ACE 360). • Interventions to target those PP children who are making slow progress as identified through monitoring and tracking systems. • CPD to continue to support staff on writing (see Meetings 2020/21) and further development of Talk for Writing and coaching programme to enhance progress of PP children. • Deputy headteacher to monitor progress and attainment of PP children especially Y6 and those children whose prior attainment in KS1 was challenging via such tools as Tapestry. 	<p>2018 – 19 data shows that there is a PP/ non-PP attainment gap in writing across the school although it is considerably improved compared to 2017/18 In 2019/20 through book scrutiny and lesson observations etc this appeared to have narrowed further. Hence why a similar strategy needs to reemployed again in 2020/21.</p>			

<p>To accelerate the progress of PP children (at least good when compared to at least 2 children in the same ability group) in maths across all year groups to close the attainment gap with their non-PP peers.</p>	<ul style="list-style-type: none"> • Teachers to ensure support staff know which children are PP within the class and share targets, provision and planning to meet their needs. PP children get their books marked first. • Delivery of intervention to children using Power Maths materials by staff to those children who need it in their year groups (Power Maths was introduced in September 2020 to help narrow the gap through supply more structured resources). • A group of year 6 (including PP children) to receive additional support for mathematics from Pupil Premium Champion (in spring term 2021), as it is very clear this is an area of significant development compared to English. • All teachers to ensure that PP children receive same day/ catch up sessions, (Gap Tasks introduced in 2018) within timetabled assembly/worship slots as and when a need as identified. • Subject leader lesson observations to have a specific section on support for PP children – Maths Lead to be involved and supporting PP champion in a selection of Maths lesson observations to monitor quality of teaching and learning for PP children. • Pupil Premium Champion and Deputy Head to monitor progress and attainment of all PP children in maths, emphasis on Year 6 PP pupils, through termly book scrutiny, feedback from Pupil Premium Champion to class teachers which includes hearing pupil voice about their views on mathematics. • CPD for support staff on how to support children with specific maths misconceptions through Power Maths (many CPD videos included as part of the subscription) and Times Table Rock Stars. • Teachers to ensure maths tasks are appropriately scaffolded for PP children to promote independent learning e.g. using concrete, pictorial and abstract approach, encouraging SEND children to use 'maths choose to use' equipment and boxes. 	<p>2018 – 19 data shows that there is a PP/ non-PP attainment gap in maths across the school.</p> <p>Progress of Y6 PP children in maths, through book looks and drops ins, improved compared to their non-PP peers last academic year. But a similar strategy needs to be developed to ensure this gap further narrows by the end of 2021.</p>			
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<p>To ensure vulnerable children (especially those who had a low uptake of work during lockdown) receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.</p>	<ul style="list-style-type: none"> • Introduction of a new external ACE Play Therapist support for targeted individuals from September 2020. • SENCo, and class teachers to continue to work with outside agencies to support target individuals. • Delivery of Character Education by class teachers including weekly circle time. • Use of Character Education materials to deliver PHSCE including Worship and all aspects of teaching and learning to include Christian Values of Hope Faith and Love, ACE Learner (introduced in September 2019) and ACE Learner Friends and the ACE Way. • Further development of the ACE Cabin to be utilised for pastoral support by Play Therapist and SENCo. (This will not happen until the Covid-19 pandemic is over.) • EMBRACE – all those vulnerable children have an opportunity to attend EMBRACE both before and after school. • Expand KS2 Homework Club using extra member of staff and targeting PP children. (TAs to run) KS 1 club focus on needs and targeted children. • Ensure that all children are engaged in all aspects 	<p>Significant individual PP children who struggle with social, emotional and mental health issues that are impacting on their academic progress, attainment and personal well being.</p>			
<p>Improve the attendance on PP children to 95.8%</p>	<ul style="list-style-type: none"> • Attendance Team to continue to monitor attendance and punctuality of PP children in school using school systems. • Refer children to Local Authority to work alongside families as needed. • Continue to challenge and support families where attendance and punctuality is a concern through home/ school contact e.g. texts, emails, letters and face to face visits. 	<p>Authorised and unauthorised lates are slightly higher for PP than non-PP peers 2018 – 19. An individual focused group to be introduced in 2020/21 linked to covid-19.</p>			