



Ark Globe Academy

Pupil premium strategy statement – Primary

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ark Globe Academy - Primary
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	13 December 2021
Date on which it will be reviewed	31 July 2022
Statement authorised by	Samantha Colburn
Pupil premium lead	Samantha Colburn
Governor / Trustee lead	Patrick Voss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,895
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£256,895



Part A: Pupil premium strategy plan

Statement of intent

- Our key focus is to provide a high-quality education to pupils that prepares all pupils for university and to be leaders in their community.
- This involves training teachers and wider staff to be better able to meet the needs of pupils through a curriculum that focuses on the academic, pastoral and cultural needs of pupils.
- At Ark Globe Academy, many pupils start school with low attainment and our aim is to ensure that they make accelerated progress as they move through the school and on to the next stage of their education.
- We focus our Pupil Premium spending, primarily on improving the quality of education pupils receive in line with research from the EEF (Education Endowment Foundation) and adopt a child-centred approach which involves targeted intervention and the provision of wider opportunities to address to academic, pastoral and cultural gaps where needed.
- The high level of socio-economic disadvantage that exists within the school means that a whole cohort approach is required.

Challenges

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

Challenge number	Detail of challenge
1. Academic Barriers	Knowledge gaps in reading, writing and maths
	Social, emotional, and mental health
	Staffing, resources, and training
2. Additional Barriers	Attendance and Punctuality
	Access to wider opportunities
	Community Engagement with school life



Ark Globe Academy

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
Increase in the progress and attainment of PP pupils	Outcomes to be above national averages in all phases across Primary
High level of attainment for pupil premium pupils	At least 96% attendance for all PP pupils
Strong participation and engagement in school life	100% of PP pupils engaged in enrichment activities
High levels of well-being and personal development	Reduction in FT and Internal exclusions



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: £183,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional member of SLT to support RWI Phonics and EYFS	Phonics has a positive impact and is an important component in the development of early reading. The teaching of phonics should be explicit and systematic to support pupils. High quality coaching and mentoring from a leader ensures pupils are successful. EEF Toolkit – Phonics	1
4 Additional co-teachers in Key Stage 2 to provide key interventions to pupils	Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver interventions has a higher impact on learner outcomes. EEF Toolkit – Teaching Assistants	1
Purchase of standardised assessments (NGRT, PM Benchmark, Headstart Reading and Science assessments)	Standardises assessments provide a reliable evaluation of pupils’ strengths and areas to develop. This ensures that interventions can be targeted accurately and timely. National data can be used to measure success EEF Toolkit – Assessing Learning	1
Continued subscription and purchase of RWI Phonic resources to secure excellent outcomes for pupils	Phonics has a positive impact with very extensive evidence. EEF Toolkit – Phonics	1



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

Budgeted cost: £ 8600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beanstalk 1:1 Reading Interventions	One to one tuition is very effective at improving pupil outcomes. Short regular sessions result in optimum impact. Low attaining pupils are particularly likely to benefit. EEF Toolkit – One to One tuition	1
Nuffield Early Language Intervention	Oral Language approaches have a high impact on pupil outcomes. Language provides the foundation of thinking and learning and adults have a vital role to play in modelling effective language and communication. EEF Toolkit – Oral Language Interventions EEF – Preparing pupils for Literacy	1
Talk Boost	Research has shown that pupils who receive Talk Boost make significant gains in several areas including vocabulary, grammatical ability and narrative skills. Pupils are provided with a strong foundation for literacy development and learning in the classroom	1
Times Tables Rockstars and Mathletics subscriptions for homework	Homework that is linked to classroom work tends to be more effective. Studies involving digital technology typically have greater impact. EEF Toolkit - Homework	1
Easter Booster School / Summer School	Summer schools have a positive impact on average and where they use teachers known to pupils have a high impact too. Greater impact can be seen when summer schools are intensive, well	1



	<p>resourced and involved small group teaching by trained and experienced teachers.</p> <p>EEF Toolkit – Summer school</p>	
--	--	--

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

Budgeted cost: £ 66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SOL Attendance tracker and officer	<p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics. Evidence suggest that small improvements in attendance can lead to meaningful impacts for these outcomes</p> <p>EEF – Rapid evidence assessment on attendance interventions</p>	2
Speech and Language therapist	<p>Highly specialised support is available for disadvantaged pupils with speech and language concerns. High quality CPD delivered by the SALT ensures that pupils can access additional SALT in the class delivered by staff.</p>	1
Behaviour rewards / interventions (Book of Beasties)	<p>Both targeted interventions and universal approaches have positive overall effects. Research shows that behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours</p> <p>EEF Toolkit – Behaviour interventions</p>	2
Place2Be set up and provision	<p>Expertise and guidance with delivering Social and emotional learning (SEL) interventions are shown to improve SEL therefore are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation.</p>	2



Ark Globe Academy

	EEF Toolkit – Social and Emotional learning	
Access for all to trips and a residential	All pupils regardless of background are able to participate in all enrichment activities	2

Total budgeted cost: £256,881



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 2020 to 2021 academic year.

- By the end of Reception, pupils accelerated their outcomes and 82% of pupils achieved EExAT outcomes at age related as a result of strong leadership in EYFS
- 80% of Year 2 pupils achieved the PSC in December 2020 due to the high quality CPD all staff received as well as the investment of 1:1 tuition to identified pupils.
- Investment in developing a new positive behaviour system rapidly reduced fixed term exclusions when compared to the previous year
- Year 4 pupils achieved well in their multiplication tables check – 80% of pupils achieved above 22/25 due to focused and sustained teaching of times tables

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

Programme	Provider
RWI Phonics	Ruth Miskin
Times Tables Rockstars	TT RockStars
Mathletics	Mathletics



Ark Globe
Academy