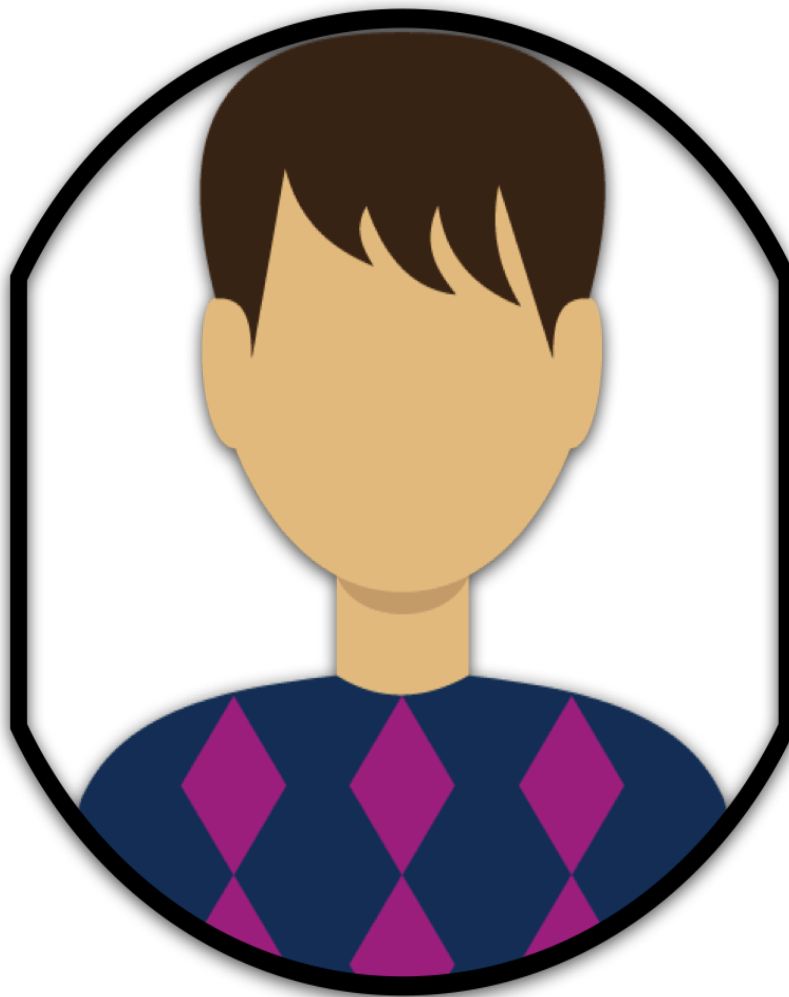




PUPIL PREMIUM

AND THE SUPPORT FOR DISADVANTAGED PUPILS
EVIDENCE INFORMED STRATEGY & PRACTICE BASED AROUND EEF RESEARCH



THE WAY WE DO THINGS AT **ARMFIELD ACADEMY**

Pupil premium strategy statement

This statement details Armfield Academy'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	Armfield Academy
Number of pupils in school	1,149
Proportion (%) of pupil premium eligible pupils	36% (418 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	01 December 2021
Date on which it will be reviewed	November 2024
Statement authorised by	David Hallam
Pupil premium lead	Marc Height
Governor / Trustee lead	Martin Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 577, 424
Recovery premium funding allocation this academic year	£ 92, 535
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	£ 577, 424

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Armfield Academy is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions aimed at removing any barriers to learning and personal development, caused by deprivation, personal circumstances or learning gaps. We ensure all students have full access to a wide-ranging academic curriculum and rich extra-curricular provision at Armfield Academy. In this way we aim to develop well rounded individuals who have clear, high-quality progression routes, who achieve their ambitions and go on to flourish in life.

[Strategies to improve learning](#) for disadvantaged pupils may include:

- Attendance data and levels of persistent absence
- Teacher feedback on pupils' levels of engagement and participation
- Behaviour incidences and exclusions data
- Information on wellbeing, mental health and safeguarding
- Access to technology and curricular materials

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Armfield Academy
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and Writing - identified gaps in disadvantaged learners across phase 1&2 have been targeted for intervention with an especial focus on boys and students below stanine 4, starting with Year 9 Stanines 1 and 2 in preparation for making their option choices.</p> <p>External research indicates that gaps in learning for 2019/2020 were most prevalent for disadvantaged children</p> <p>Our data 2020-2021 confirms a gap between PP and non-PP in reading and writing.</p>
2	<p>Literacy - (specifically reading) skills in accessing the curriculum are significantly below national average for a significant number of disadvantaged learners across the academy. This has been identified using internal assessments, phonics screening, NGRT and nationally available data from DFE using Renaissance Learning. Work is on-going to further explore and identify barriers that may have been made worse by the pandemic and so have a consequential negative impact on reading and making progress.</p> <p>Utilising entry assessments, baseline testing (NGRT and CATS) and observations alongside transition discussions indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p>Mathematical knowledge - identified gaps in disadvantaged learners across phase 1&2 have been targeted for intervention.</p> <p>External research indicates that gap in learning for 2019/2020 were most prevalent for disadvantaged children.</p>
4	<p>Academic progress gap - Progress and attainment of disadvantaged students is generally lower than that of their peers in English and mathematics. Diagnostic assessments suggest that many students particularly struggle to read more complex texts, to write in detail and to develop wider thinking and problem-solving skills.</p> <p>Assessments on entry to year 7 indicate that many disadvantaged students arrive below age-related expectations compared to their peers. Subsequent assessments show that this gap is maintained and, in some cases, widens during their time in the academy.</p>
5	<p>Attendance & Punctuality - Our attendance tracking data over the last 3 academic years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. More and more of our young</p>

	people have been persistently absent during the pandemic and this lack of consistency in school has had an impact on students' progress and their Social, Emotional, Mental Health.
6	Pupil Premium Entitlement - This is a bucket list of experiences that DSs' will successfully complete by the time they leave Armfield Academy. These are both enrichment and academic experiences. This is to widen life experiences and improve attitude towards school and self. This is based on research from the Pupil Premium Tsar Sir John Dunford. This strategy is used to help Improve cultural capital.

Intended outcomes

Intended outcome	Success criteria
Improved progress in reading and writing attainment among disadvantaged children	Phase 1 and Year 3 pupils to reach at least year group expectations. Year 2 pupils to reach national expected standards in reading and writing at the end of key stage one statutory assessments.
Improved Literacy rates, specifically reading ages of disadvantaged students to meet chronological age by the end of Year 9	By the end of the current plan (July 2024) the GL Assessments, specifically NGRT, will demonstrate a reduced gap between disadvantaged and non-disadvantaged standard age scores alongside reading ages of students showing incremental increases across KS3 when compared to baseline assessments.
Improved progress in maths attainment among disadvantaged children	Phase 1 and Year 3 pupils to reach at least year group expectations. Year 2 pupils to reach national expected standards in reading and writing at the end of key stage one statutory assessments.
Improved attainment among disadvantaged pupils across the curriculum at the end of phase 5. Attainment 8 achieve National Average for all students	Incremental gains for disadvantaged and whole school Attainment 8 at each data collection. Phase 5 outcomes demonstrate that disadvantaged pupils achieve an improving progress 8 score.
Improved attendance of all students especially disadvantaged pupils	Persistent Absence rate for disadvantaged students will be in line, or lower than national averages. Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages. Increased parental engagement demonstrated through home visits log.

	Attendance matters tracked consistently through Student Panel meetings.
	Sustained high attendance from 2024/25 demonstrated by summer 2024 data

Activity in this academic year

Teaching

Budgeted cost: £ 297, 172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff have received training to deliver the phonics scheme effectively	Identified by the EEF as having high impact, an extensive evidence base with low implementation cost and +5 months impact.	1, 2, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Ensure all relevant staff are trained to explicitly plan for and teach oracy, vocabulary, reading and literacy and are familiar with Lexonik and other targeted intervention strategies	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English	1, 2, 4
Literary Canon introduced in order to: <ul style="list-style-type: none"> ● Model reading skills; ● Foster a love of reading; ● Develop cultural capital. 	EEF Secondary Literacy guidance report suggests that in order for students to comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before	1, 2, 4

<p>Accelerated Reader:</p> <ul style="list-style-type: none"> • Year 2 – 9 to ensure learner engagement in regular, independent reading. • Measures engagement in reading. • Measure progress in reading. • CPD for English staff - to be able to use data to inform planning. 	<p>support is gradually removed to promote independence.</p> <p><u>Local KS3 Literacy Project / Blackpool Opportunity Area.</u></p> <p>On-going action research which is shared across the area and underwritten by the local research school – St Mary’s Catholic High School and brokered by Right to Succeed.</p>	
<p>Additional teaching staff in multiple curriculum areas</p>	<p>We have built over capacity in many of our subject areas to help reduce class size for our option classes. We have also built capacity to use colleagues within subject areas to deliver small group tuition with young learners that require intervention.</p>	<p>1, 2, 3, 4</p>

Targeted academic support

Budgeted cost: £ 149, 526

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexonik and Lexonic leap Literacy intervention</p> <p>YARC / BPVS – to further diagnose an individual’s reading needs.</p>	<p>EEF Secondary Literacy guidance report’s recommendation targeted intervention Provide high quality literacy interventions for struggling students. Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7 and develop a model of tiered support, which increases in intensity in line with need is a promising approach. KS3 Literacy Project: See above.</p>	<p>1, 2, 4</p>
<p>PRIDE Centre provision supports academic</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on</p>	<p>1, 2, 3, 4, 6</p>

<p>progress as well as SEMH support</p>	<p>average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	
<p>National Tutoring Programme to help support - One to One tuition, practitioner & peer mentoring, small group tuition and differentiated learning within the classroom</p> <p>Senior Practitioner appointed to lead/facilitate a bespoke intervention programme</p>	<p>Curriculum leaders have identified gaps and this information will be centralised by the PP lead for all to see.</p> <p>Provision mapping (Learning passports) of disadvantaged students will be created after a successful pilot with a small group of students.</p>	<p>1, 2, 3, 4</p>
<p>Reading & Writing intervention</p>	<p>Tuition targeted at specific needs and knowledge gaps in reading and writing can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups.</p> <p>Evidence and research captured by the KS3 Literacy Project (see above).</p> <p>Research and findings by Alex Quigley (Tier 2,3 vocab/Disciplinary Literacy).</p> <p>Action research into best ways to support learners in stanine 1 and 2 (NGRT) which is on-going and lead by SEN specialist: Dr Jessie Ricketts (Royal Holloway. University of London).</p>	<p>1, 2, 4</p>

Wider strategies

Budgeted cost: £ 66, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to be appointed Jan 22	Main focus is raising student attendance, having a direct link between families (parental engagement) and school.	4, 5
Culture and Relationships lead appointed, along with x4 student mentors	Main focus to be the intervention which focus on improving social interaction (EEF +6 months) focusing on personal and academic outcomes (+4 months) preventing problematic behavior (+5 months)	4, 5, 6
<p>Extra Curricular provision</p> <p>Greater breadth through the options process at Phase 5</p> <p>Duke of Edinburgh's Award</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	4, 6

Total budgeted cost: £ 512, 698

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal data shows that the gaps remain between pupil premium and non-pupil premium children in some areas; these were evident prior to the lockdown, and it has been widely recognised across the country (and globally) that the progress of children from disadvantaged families has been impacted more severely than other families.

The impact was mitigated by maintaining a high quality curriculum during restrictions caused in the first term, which was aided by the use of online resources, home learning for those not able to attend school, and the commitment of staff in weekly communications with families, enabling us to provide targeted support. This would not have been possible without the Chromebooks that were donated and those provided by the Department for Education, which allowed us to loan a device to half the pupils in the school.

Literacy was impacted more heavily by the lockdown. Since returning to school, we have put in place a new literacy strategy based on the recommendations of the EEF, which has started to have an impact by developing pupils' love of reading as well as ensuring that literacy is taught through all curriculum subjects. On average, reading ages have slightly increased, with some returning to making progress in line with their chronological age, and some have shown some accelerated progress from their starting point, but the impact needs to be greater to close the existing gaps. Our internal data has shown that children with the lowest reading ages are experiencing significant benefits from the targeted group work on phonics/lexonik (Fresh Start), guided reading, and inference. We are continuing to build on this success within the strategy.

202 students have accessed targeted academic support, which equates to 4368 pupil hours of intervention by the summer term; 141 Y10 students accessed after school intervention, which runs 3 out of 5 nights each week; and 61 students in Y7, 8, and 9 accessed the programme.

Children from Year 2 were chosen in order to improve their basic arithmetic and reasoning maths skills and basic reading comprehension. This has been done, working with the Year 2 teaching staff, assessing reception baselines and current attainment. The children are not the same for maths and reading, although there is some overlap. In Maths, the children looked at basic numbers, place value and the four calculations to ensure children have secure foundations. In Reading, the children will look at some simple decoding of unseen texts and discuss it before answering comprehension questions independently and discussing them with an adult.

Maths - All children have made good progress, particularly in finding success in arithmetic, where gaps in understanding have been quickly addressed and worked on. The same children would benefit from a few more weeks to consolidate their understanding, especially as this cycle followed a 2-week holiday.

Reading - All children have made good progress, although, similar to the maths - they may need more time. Reading comprehension is a difficult skill to distil into 30-minute chunks. Many of the children would benefit from being more fluent readers to improve their comprehension. Instead, in the timeframe allowed, work has focused on answering the questions accurately.

Following the teacher assessments at the end of DC, students were RAG rated based on their progress towards targets. Once selected for intervention, those who need to continue post intervention will, while those who don't will continue to be monitored.

We continue to work towards improving attendance. We added to the admin team (alongside SLT members) by appointing a member of staff to solely focus on attendance, as well as home-school liaison support. These colleagues had a good impact on a number of families struggling to get their children into school.

Externally provided programmes

Programme	Provider
Lexonik Reading Intervention/ Lexonik Leap	Lexonik
Phonics (Keep up phonics)	Little Wandle
Construction Skills	Construction Skills Centre
Blackpool Community Trust Football Club	Blackpool Community Trust Football Club
Accelerated Reader	Renaissance Learning

Further information

Planning, Implementation and Evaluation

We used a variety of high quality research to inform our current plan for [Pupil premium spending](#) such as the [EEF's implementation guidance](#). This guidance to develop our strategy, to diagnose our pupils' needs and to carefully plan how we would deliver the interventions using the tiered model. We referred to a host of other different research and best practices about the effective use of pupil premium spending. We have looked into research and information around the impact of the pandemic on disadvantaged pupils. Previous Pupil premium expenditure has been reviewed in light of this statement to ensure that the planned activity has the greatest impact on our disadvantaged pupils' needs.

We utilised various data from a variety of sources such as observations, 826 assessments, conversations with pupils, parents and staff. This is to ensure we target specific challenges that affect our disadvantaged pupils carefully and so that we can plan activities to meet these needs. Throughout the implementation of this plan we aim to regularly review what has been put into place and how effective it has been in addressing the needs. If needed, the plan may be adjusted in light of these reflections to ensure the best possible outcomes for our pupils.