

# Pupil premium strategy statement – Armfield Academy

This statement details our academy’s use of pupil premium funding for the 2024-2025 academic year to help improve the attainment of our disadvantaged pupils. This statement 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
School Name	Armfield Academy
Number of pupils in school	1214 pupils in total (Primary – 435 pupils + Secondary – 779 pupils)
Proportion (%) of pupil premium eligible pupils	PP 471 pupils’ whole school (38%) Primary- 135 PP pupils (31%) Secondary - 336 PP pupils (43%)
Academic year/years that our current pupil premium strategy plan covers	2024-25 academic year (2024-2027 three-year strategy)
Date this statement was published	31 <sup>st</sup> Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Kilmurray – Headteacher
Pupil premium lead	Julie Jones – Deputy Head teacher
Governor / Trustee lead	Chair - LGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£532 032
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£532 032

# Part A: Pupil premium strategy plan

## Statement of intent



1 Local Authority Code	2 Local Authority Name	3 Local Establishment Authority Number	4 Scho ol Name	5 Tot al Allocation
6 890	7 Blackpo ol	8 78300	9 Armfi eld Academy	£532 032

10 To achieve self-sustaining improvement in the quality of the **department** at Armfield Academy, we aim to: > to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Armfield Academy

11 > for all disadvantaged pupils in school to meet or exceed nationally expected progress rates

12 > for all disadvantaged pupils to access the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life.

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><b>Outcomes, progress and attainment of disadvantaged pupils</b></p> <p>Reading and Writing - identified gaps in disadvantaged learners across phases have been targeted for intervention. External research indicates that gaps in learning were most prevalent for disadvantaged children. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
2	<p><b>Literacy - (specifically reading)</b> skills in accessing the curriculum are significantly below the 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 their peers. This impacts their progress in all subjects.</p>
3	<p><b>Mathematical knowledge</b> - identified gaps in disadvantaged learners across phases 1 and 2 have been targeted for intervention.</p> <p>External research indicates that the gaps in learning for 2019/2020 were most prevalent for disadvantaged children.</p>
4	<p><b>Academic progress gap</b> - progress and attainment of disadvantaged students are generally lower than those 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><b>Assessments</b> on entry into 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 at the academy.</p>
5	<p><b>Attendance and Punctuality</b> - Our attendance tracking data over the last 3 academic years indicates that attendance among disadvantaged pupils has been lower than that of non-disadvantaged pupils. More and more of our young 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, and mental health.</p>
6	<p><b>Pupil Premium Entitlement</b> - 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 attitudes towards school and oneself. This is based on research from the Pupil Premium Tsar, Sir John Dunford. This strategy is used to help improve cultural capital.</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 progress in reading and writing attainment among disadvantaged children	All Phase pupils to reach at least year group expectations. Year 6 pupils to reach national expected standards in reading and writing at the end of key stage two 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 2025) 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, 2 3 pupils to reach at least year group expectations. Year 6 pupils to reach national expected standards in reading and writing at the end of key stage two 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	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 rates.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 418,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received CPD training to deliver the phonics scheme effectively.</p>	<p>Identified by the EEF as having high impact, an extensive evidence base with low implementation cost and +5 months impact.</p>	<p>1, 2, 4</p>
<p>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 targeted intervention strategies</p>	<p>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</p>	<p>1, 2, 4</p>
<p>Literary Canon introduced in order to:</p> <ul style="list-style-type: none"> <li>● Model reading skills;</li> <li>● Foster a love of reading;</li> <li>● Develop cultural capital.</li> </ul> <p>Accelerated Reader:</p> <ul style="list-style-type: none"> <li>● Year 2 – 6 to ensure learner engagement in regular, independent reading.</li> <li>● Measures engagement in reading.</li> <li>● Measure progress in</li> </ul>	<p>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 support is gradually removed to promote independence. Local KS3 Literacy Project / Blackpool Opportunity Area. On-going action research National Literacy Trust.</p>	

reading. ● CPD for English staff - to be able to use data to inform planning.		
Additional teaching staff in multiple curriculum areas	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.	1, 2, 3, 4

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

Budgeted cost: £ 109,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
PRIDE Centre provision supports academic Evidence suggests that children from disadvantaged backgrounds have, on progress as well as SEMH support	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.	1, 2, 3, 4, 6 7
Literacy intervention to further diagnose an individual's reading needs.	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.	1, 2, 4
Tutoring Programme to help support - One to One tuition, practitioner &	Curriculum leaders have identified gaps and this information will be centralised by the PP lead for all to see.	1, 2, 3, 4

peer mentoring, small group tuition and differentiated learning within the classroom Senior Practitioner appointed to lead/facilitate a bespoke intervention programme	Provision mapping of disadvantaged students will be created after a successful pilot with a small group of students.	
Reading & Writing intervention	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. Evidence and research captured by the KS3 Literacy Project (see above). Research and findings by Alex Quigley (Tier 2,3 vocab/Disciplinary Literacy). 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).	1, 2, 4

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

Budgeted cost: £4, 237

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance Officer Main focus is raising student attendance, having a direct link between families (parental engagement) and school.	In post – Attendance has improved Strategies to improve attendance is a top priority and AFI Ofsted target. Pupils and parents are well informed, messages reiterated frequently. Rewards for 100% attendance;	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 behaviour (+5 months).	4, 5, 6
Extra-Curricular Provision Greater breadth through the options process at Phase 5 Duke of Edinburgh's Award	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. 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.	4, 6
Pastoral and wider support for children and families to meet basic needs arising from cost of living issues e.g. hygiene, breakfast food items in primary school	Teacher p/t to work across primary school to support disadvantaged pupils and families.	1,2,3,4,5,6,

**Total budgeted cost: £532, 032**



## Part B: Review of the previous academic year 2023-24

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

There are currently no SAT Year 6 results year's national assessments, First cohort academic year 2024-25.

The data demonstrated that attendance has been improved. Attendance - primary - 95.0%, secondary - 87.3%, whole school - 89.7% across the academy (academic year 23-24) 1% uplift on previous academic year. Staff have shared responsibility and "ownership" of attendance as an area of focus.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that the academy would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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