

Archibald Primary School Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Archibald Primary School
Number of pupils in school	476 (including 62 in Nursery and Preschool)
Proportion (%) of pupil premium eligible pupils	64.77% of Reception – Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Anita Jefferies
Pupil premium lead	Steve Cowgill
Governor lead	Fr G Holland

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£396,892
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£396,892

Part A: Pupil premium strategy plan

Statement of intent

At Archibald Primary School we aim for all of our pupils to be successful irrespective of the background they come from. Archibald Primary School serves an area of high deprivation with high numbers of pupils in receipt of free school meals. The majority of our children live in Ayresome and Gresham wards where there is a high level of overcrowding and very few adults have accessed higher education, despite the close proximity of the university. This tends to reflect the fact that the majority of our children do not come from homes where education is prioritised. The schools IDACI rank 2019 data is 1050 reflecting that 86% of our pupils reside in one of the 10% most deprived areas in the country, including 55% of our pupils who reside in the bottom 5% in the most deprived areas in the country.

The school community is predominantly white British; however an increasing number of our children are from minority ethnic groups who have English as an additional language. Autumn 2023 census data indicates there are 26 different languages spoken in the school. Central Middlesbrough houses many asylum seekers, refugees, and economic migrant workers. They are a very transient and fluid population, and the children enter Archibald throughout the year into all year groups from Nursery to Y6 with little or no English. Inward mobility is increasing amongst all groups of pupils in all year groups.

Schools are recommended to spend this premium on evidence-based approaches to support pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Within Archibald we have the following priorities:-

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback, including responses to feedback

Targeted approaches

- One to one and small group tuition
- Intervention programmes (academic and non-academic)
- Extended school time (academic and non-academic)

It is our driving ambition that pupils leave the school armed with the skills to be successful in the next stage of their education and knowing how they can contribute positively to society.

Educational outcomes are important. We have an ambitious, broad and balanced curriculum which goes beyond the requirement of the National Curriculum.

In 2024- 2025 we plan to use our Pupil Premium to support us to:

- Build upon the successes of the Nurture Group in school (hub and spoke model) to cater for pupils who struggle socially and emotionally. Giving the identified pupils every opportunity to succeed where provision meets their needs, socially, emotionally and academically.
- Establish positive outcomes at the end of EYFS, ensuring that all pupils are KS1 ready.

- Further develop positive outcomes in the Y1 Phonic Screening Check so that pupils continue to be ready for the next stage in their learning journey and ensuring appropriate provision for Y2 pupils who did not pass.
- Address identified gaps in attainment of pupils who receive pupil premium funding – both at expected standard and above expected standard at both KS1 and KS2.
- Ensure pupils are fluent and prepared for the Y4 Multiplication Check – so they are prepared for the challenges of the UKS2 mathematics curriculum.
- Engage vulnerable pupils and their families in learning to positively impact attendance to be at least at 0.5% above national levels. Ensure the most vulnerable pupils and their families are fully engaged and value learning.
- Further develop the cultural capital of our pupils through widening experiences including music, drama (RSC Associate School Programme), a planned programme of visits, including residential visits and visitors to the school.

Challenges

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

Barriers to learning	
Academic barriers to future attainment	
A	The language and communication skills on entry to school are significantly lower than that would be regarded as typical for many children of a similar age
B	Disadvantaged pupils (PP) are not achieving as well as non-disadvantaged pupils at the higher standard in reading, writing or mathematics at KS1.
C	Disadvantaged pupils (PP) are not achieving as well as non-disadvantaged pupils at the higher standard in reading, writing or mathematics at KS2.
D	Poor cultural capital, especially for our most vulnerable pupils due to experience deficit.
External barriers	
E	A high proportion of disadvantaged pupils are identified by school, and other agencies, as vulnerable. They are exposed to a wide range of risk factors that affect mental health, family unity, prosperity, attendance, punctuality and educational success. Some of these pupils' behaviours put them at risk of exclusion.
F	A high proportion of poor health routines, including poor diet and dental health have an adverse effect on children's well-being, and attendance.
G	Low aspirations and parental engagement amongst a number of our vulnerable families.

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
Communication and language skills improve by the end of EYFS.	Pupils to attain the ELG.
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, writing and mathematics (combined) with no in school gap.	End of key stage 2 outcomes for above expected standard at least in line with national.
Provide children with engagement and co-curricular activities they may otherwise not experience to increase cultural capital.	Children participate in school visits and a range of engage and express events to enhance the curriculum which they would not normally have access to
Children and their families are well supported in an inclusive, nurturing environment. They have access to healthy routines, including diet. Families are supported by the pastoral care team to overcome any challenges they may encounter.	Children feel happy, safe and listened to in school. Children and families receive the correct support from a range of practitioners in school. Attendance rates improve towards the national level. Reduction in number of persistent absentees Improved punctuality for target families Successful Nurture Group targeted to achieve the above with the most vulnerable pupils.
A reduction in the negative impact of poor health routines, including poor diet and dental health on pupil's well-being, attendance and attainment	Children and families receive the correct support from a range of practitioners in school and signposting to services in the community. Health services accessible in and through school for pupils and their families.
Parents/carers of vulnerable families involved in their children's learning	Improved engagement with school for vulnerable families. Stay and Learn events further developed Parent/carer engagement in curriculum events (eg, workshops, Curriculum Outcomes Events etc)
Improve pupil awareness of mental health and coping strategies	Inside Out Mental Health Lead Mental Health Practitioner Targeted pupils supported appropriately with their mental health in order to access learning in school.

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 costs	Amount	%
Pupil Premium	£257,652	65%

Intended Outcome	Action	Evidence that supports the approach	Monitoring	Staff lead	Review
OPTIC OPTIC T&L Model is embedded throughout the school (Challenge A, B,C,D)	Engagement of all teaching staff with OPTIC CPD (MAT Conference) OPTIC Ambassadors time to further research and disseminate OPTIC approaches, monitoring and evaluating impact throughout the school. TEAM teach training for staff	Our OPTIC teaching and Learning model was developed to build on effective strategies outlined in the EEF Toolkit. The entire model is built on creating an effective learning environment as the building block of high-quality classroom experiences. Literacy is a key focus within this programme.	OPTIC questionnaires Trust led OPTIC Team Lesson observations (OPTIC model)	Y6 TLR Y5 TLR Behaviour Lead English Lead	Trust led reviews
Communication and language skills improve by the end of EYFS. (Challenge A)	Additional TA support in Reception Class	EEF - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Half termly Standard team Meetings, data analysis, reporting to LGB and observation of practice	Reception TLR Pupil Premium Lead	Half Termly as part of Standards Team
Disadvantaged pupils attain in line with national outcomes at above	Additional staffing in Y1	EEF - Small group tuition has an average impact of four	Monitoring impact termly through Standards Team	Y1 TLR	Termly review as part of Standards Team

expected standard in reading, in writing and in mathematics with no in school gap in KS1. (Challenge B)	Y1 progress group teacher (0.4) Additional TA support (1.0)	months' additional progress over the course of a year	meetings, data health checks, data analysis, report to governing body and observation of practice	Pupil Premium Lead	
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS1. (Challenge B)	Additional staffing in Y2 Additional TA support (1.0)	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year	Monitoring impact half termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Y2 TLR Pupil Premium Lead	Half termly review as part of Standards Team Regular 'check in with Y2 CtG TA
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS2. (Challenge B)	Additional staffing in Y3 Additional TA support (1.0)	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year	Monitoring impact half termly through Standards Team meetings, data analysis, report to governing body and observation of practice	Y3 TLR Pupil Premium Lead	Termly review as part of Standards Team Regular 'check in with Y3 CtG TA
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS2. (Challenge C)	Y4 – Y5 Learning pathways:- Additional teacher (1.0) Additional TAs (2x1.0) 0.25 Closing the Gap	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year	Monitoring impact termly through Standards Team meetings, data health checks, data analysis, report to governing body and observation of practice	Y3, Y4, Y5 TLRs Pupil Premium Lead	Termly review as part of Standards Team
Disadvantaged pupils attain in line with national	Y6 Learning pathways:- Additional teacher (2x 1.0)	EEF - Small group tuition has an average impact of four	Monitoring impact half termly through	Y6 TLR	Half termly review as part of Standards Team

outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS2. (Challenge C)	Additional TAs (2x TA2, 1x TA3)	months' additional progress over the course of a year	Standards Team meetings, data analysis, report to governing body and observation of practice	Pupil Premium Champion	
Disadvantaged pupils attain in line with national outcomes at above expected standard in reading, in writing and in mathematics with no in school gap in KS1 and KS2. (Challenge B, C)	Re-enrol as PiXL School	PiXL is an integral aspect of our work in school. The approaches are embedded both KS1 and KS2 and is seen as an established way of working. This is having a sustainable positive impact on attainment and progress at EXS demonstrated through Archibald consistently being above national averages at KS2 and moving towards or exceeding national averages at KS1 (2019 data).	Monitoring impact half termly/termly through Standards Team meetings, data analysis, report to governing body and observation of practice. Y6 PiXL meetings PiXL language of assessment (common currency) PiXL tests and analysis to identify gaps PiXL therapies to fill gaps	RSL/DHT Pupil Premium Champion	Half termly/Termly review as part of Standards Team

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

Budgeted costs	Amount	%
Pupil Premium	£112,667	28%

Activity	Evidence that supports this approach	Challenge addressed
DIRT KS2 Class teachers have opportunities to work with small groups of targeted pupils in order to address feedback and marking. Class teachers have opportunities to work with targeted groups of pupils for pre-learning and overlearning activities.	DIRT (Dedicated Improvement and Response Time) has been proven to be an effective strategy at contributing to increased attainment of disadvantaged pupils – closing the gap. EEF – Feedback + 6 months, verbal feedback +7 months	C
Year 3/4 Targeted pupils make accelerated progress towards end of year ARE in phonics, reading, writing through reading and writing Booster Groups Booster groups with Closing the Gap Teacher focus on EXS	EEF - Small group tuition has an average impact of four months additional progress over the course of a year	C
Year 5/6 Targeted pupils make accelerated progress towards end of year ARE in reading, writing and maths through Maths, reading and writing Booster Groups Booster groups with Closing the Gap Teacher focus on EXS	EEF - Small group tuition has an average impact of four months additional progress over the course of a year	C
Year 5/6 School Led Tutoring Booster groups with School Led Tutor focus on EXS	EEF - Small group tuition has an average impact of four months additional progress over the course of a year	C
KS1 Reading Targeted pupils make accelerated progress towards end of year ARE in reading 10 hrs/wk	EEF – One-to one tuition has an average impact of five months additional progress over the course of a year	B
Year 2 Targeted pupils make accelerated progress towards end of year ARE in phonics, reading, writing through reading	EEF - Small group tuition has an average impact of four months additional progress over the course of a year	B

and writing Booster Groups with Closing the Gap teacher.		
KS1 Targeted pupils make accelerated progress towards end of year ARE in phonics, reading and maths through after school Booster Groups	EEF - Small group tuition has an average impact of four months additional progress over the course of a year	B
Wellbeing Ensure Reduction in anxieties Pupils have outlet to express their feelings and learn and discuss appropriate strategies to implement through targeted in class support and targeted 1:1 support with Wellbeing Mentor promoting Zones of Regulation.	EEF - evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)	E
Year 6 – Easter Club Closing the gaps for targeted Y6 pupils – ensuring they are ready for the next stage in their education. Health and wellbeing Ensure that increasing numbers of pupils are regulated in school and ready to learn. Reduction in anxieties of targeted Y6 pupils	EEF - Small group tuition has an average impact of four months additional progress over the course of a year Pupil voice shows that pupils highly value these sessions.	C
Nurture Group Develop the Nurture Group in school, hub and spoke model to cater for pupils who struggle socially and emotionally – giving them every opportunity to succeed where provision meets their needs, socially, emotionally, and academically.	EEF – Behaviour Interventions - Both targeted interventions and universal approaches have positive overall effects (+ 4 months). EEF - evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)	E

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

Budgeted costs	Amount	%
Pupil Premium	£26,573	7%

Activity	Evidence that supports this approach	Challenge addressed
<p>Care Team Children and their families are well supported in an inclusive, nurturing environment. They have access to healthy routines, including diet. Families are supported by the pastoral care team to overcome any challenges they may encounter.</p>	<p>A high proportion of disadvantaged pupils are identified by school, and other agencies, as vulnerable. They are exposed to a wide range of risk factors that affect mental health, family unity, prosperity, attendance, punctuality and educational success. Some of these pupils' behaviours put them at risk of exclusion.</p>	<p>E, F, G</p>
<p>Enrichment Programme Provide children with engagement and co-curricular activities they may otherwise not experience to increase cultural capital. Children are reading with pleasure when not in school Subsidise costs of all educational visits in order to ensure that all children are able to attend and enhance their experiential learning. Subsidise costs of all residential visits (Y4 and Y5) in order to ensure that all children are able to attend and enhance their experiential learning. Provide experiences inside and outside of the school environment, including visitors to school to support our Big Picture Curriculum. RSC Associate School Programme Enhance school library and home lending books and reading materials to make reading an enjoyable and attractive pastime.</p>	<p>Pupil voice (Pupil focus group) supports pupils' engagement in the curriculum. RSC associate School Programme (Lead School) is a key element of improved writing outcomes especially at KS2 GDS.</p>	<p>D</p>
<p>Parental Involvement Parents/carers of all pupils, including vulnerable families involved in their children's learning PSA, Mentor Support, Attendance Officer, EWO</p>	<p>EEF - Parental engagement has a positive impact on average of 4 months additional progress.</p>	<p>G</p>

<p>Wellbeing Ensure that increasing numbers of pupils are regulated in school and ready to learn. Reduction in anxieties Pupils have outlet to express their feelings and learn and discuss appropriate strategies to implement.</p>	<p>EEF - evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p>	<p>E, F</p>
<p>Attendance Additional support for families who need it in order to secure regular attendance Plans in place to re-engage pupils who are at risk of being persistently absent Work with other professionals to facilitate a multi-agency support programme around target families Attendance Aces – rewards for pupils with 100% attendance and inter class competition for the classes with the highest proportion of 100% attenders each week</p>	<p>Improving attendance can have a huge impact on educational outcomes (National data)</p>	<p>F</p>

The planned actions in order to meet our intended outcomes have a financial implication which exceeds out Pupil Premium Allocation for 2024-2025. We plan to use part of our school budget in order to ensure that our intended outcomes are achieved. We have found this to be an effective strategy in previous years.

<p>Total budgeted cost:</p>	<p>£872,853</p>
<p>Contribution from Pupil Premium:</p>	<p>£396,892</p>
<p>Contribution from School Budget:</p>	<p>£475,961</p>

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 2023 to 2024 academic year.

Our previous strategy came to an end in Summer 2023 and continued to be impacted upon by the COVID crisis through both staff and pupil absence.

End of Key Stage Data – Summer 2024

End of KS2 Data Summer 2024	All Pupils			Disadvantaged pupils (PP)		
	%EXS	%Above EXS	Average Score	%EXS	%Above EXS	Average Score
Reading	68	18	103.3	67	16	102.9
Writing	81	23	-	80	20	-
Maths	84	23	105.3	84	20	104.9
RWM Combined	65	16	-	62	16	-
GPS	74	30	104.2	71	27	103.5

End of KS1 Data Summer 2024	All Pupils		Disadvantaged pupils (PP)	
	%EXS	%Above EXS	%EXS	%Above EXS
Reading	71	7	73	7
Writing	70	2	70	3
Maths	66	2	66	2
RWM Combined	64	3	65	2

KS1Phonics Data Summer 2024	All Pupils	Disadvantaged
	% pass	% pass
Y1	73	79
Y2 Retest (18 pupils)	61	50

EYFS GLD Summer 2024	All Pupils	Disadvantaged
	% GLD	% GLD
GLD	59	64

Internal Data Summer 2024 - RWM Combined - % at or above ARE

RWM Combined	Y1		Y3		Y4		Y5	
	% EXS	% GDS	% EXS	% GDS	% EXS	% GDS	% EXS	% GDS
ARE	1S	1S+	3S	3S+	4S	4S+	5S	5S+
All	40	6	38	12	44	7	48	10
Disadvantaged	38	3	29	9	38	2	33	3

Internal Data Summer 2024 – Y4 Multiplication Check

Y4 MTC	Y4 Average Score	% 25/25
All	18	22
Disadvantaged	17	20

Attendance Data 2023 - 2024

Year Group	No of Pupils	% Attendance		No. Persistent Absence (<90%)	
		All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Preschool	19	79.24%		13	
Nursery	46	91.03%		16	
R	60	85.21%	85.21%	8	4
Y1	57	92.68%	92.68%	6	3
Y2	56	95.47%	95.47%	11	4
Y3	59	94.28%	94.28%	8	7
Y4	60	96.68%	96.68%	8	6
Y5	60	90.77%	90.77%	10	10
Y6	60	94.42%	94.42%	8	7
Totals					
R-Y6	412	94.38%	92.78%	149	41
N-Y6	477	93.96%			

Exclusion and Suspension Data 2023 - 2024

Permanent Exclusions	EYFS			KS1		KS2			
	2023-2024	0	0	0	0	0	0	0	0
2023-2024	0	0	0	0	0	0	0	0	0

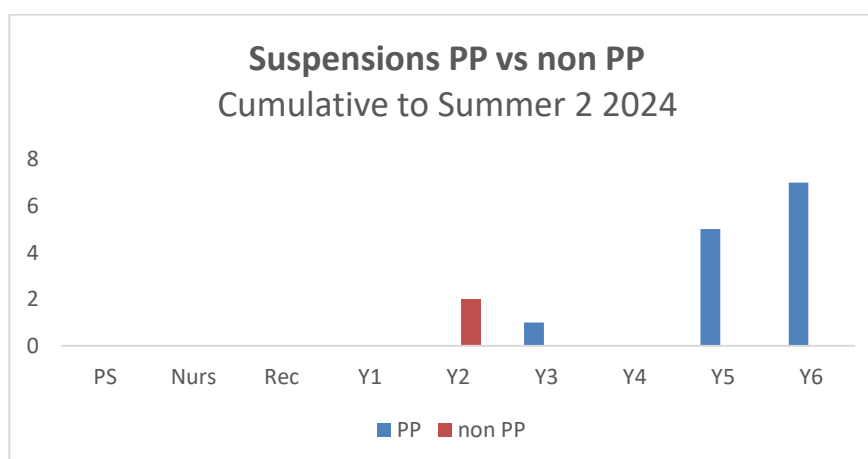
Suspensions	EYFS			KS1		KS2			
	PS	Nurs	Rec	Y1	Y2	Y3	Y4	Y5	Y6
2023-2024					2	1		5 (3)	7 (3)

A pupil may receive more than one suspension throughout the course of the academic year, so pupils with repeat suspensions can inflate suspension rates.

Where applicable the number in brackets relates to the number of different pupils included in the figure.

Pupils with one or more suspensions refer to pupil enrolments that have had at least one suspension across the full academic year to date. It includes those with repeated suspensions.

Pupils with one fixed period exclusion:	8 pupils
Pupils with more than one fixed period exclusion:	2 pupils responsible for 8 of the 15 suspensions



87% of the suspensions relate to pupils with a pupil premium indicator

Externally provided programmes

Programme	Provider
Mental Health Practitioner – Inside Out	DfE, Department of Health

Further information

This plan is shared with our Local Governing Board, Trust Board and School Improvement Partner and reviewed regularly.

