



Pupil Premium Strategy Statement

Archibald First School

This statement is based on DfE's Using Pupil Premium guidance and the EEF guide to using your pupil premium effectively.

Funding Allocation and Pupil Eligibility Figures

Figures provided are an estimate based on the data available at the time of writing this statement in December 2024.

The % of pupils eligible for pupil premium is the most up to date figure at the time of writing this statement.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 First School
Number of pupils in school	332 including Nursery (352 FTE)
Proportion (%) of pupil premium eligible pupils	11% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	M Moss Chair of Governors
Pupil premium lead	R Turner Headteacher
Governor / Trustee lead	M Brown Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£55,640

Part A: Pupil premium strategy plan

Statement of intent

Archibald First School is committed to providing the best possible education for **every** individual child. We have high aspirations and expectations for all learners. To do this, we make certain that our provision is appropriate for all of our children and we are dedicated to ensuring that they are all given every opportunity to realise their full potential, whilst developing a passion for learning and life in general.

Evidence from the DfE shows that disadvantaged children generally have additional barriers to reaching their potential at school, and often do not perform as well as other pupils. We recognise that each child is unique and will have different barriers / needs and therefore, at Archibald, there can be no standardised approach to the support required. We also acknowledge that the barriers and our children's needs will vary throughout their learning with us and we need to adapt accordingly.

Research has found that disadvantaged pupils have been worst affected by the partial school closures in 2020 and 2021, and the attainment gap has grown as a result of national lockdowns. It is therefore vital that our school strategies focus on support for our most vulnerable children. The DfE states that academically able pupils from disadvantaged backgrounds are most at risk of underperforming. Therefore, we must allocate our funding towards all levels of attainment, to ensure positive outcomes for all.

We are committed to every child being a competent reader by the age of seven in order that they can access a full and challenging curriculum. We are relentless in our drive to ensure that: pupils are taught to read well through a systematic, synthetic phonics programme; they have good comprehension skills and a love of reading and of books.

Children's vocabulary acquisition and oral language development is key to their success and we prioritise this in the early years to ensure that they have the confidence and ability to articulate their learning and communicate effectively with others.

We aim for all of our Pupil Premium pupils and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the next phase of their education.

At Archibald First School, we know it is not the funding itself which will make a difference to our children, it is how we choose to spend it therefore these decisions are made carefully considering children, families and barriers to learning. We review our strategy annually to ensure it meets the specific needs of the children in our care each year.

Challenges

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

Challenge number	Detail of challenge
1	Historically, the percentage of pupil premium children below age-related expectations when they start school has been higher than the percentage of non-pupil premium children. Fine motor skills are often highlighted as a cause for concern.
2	Several disadvantaged children are also on the school's SEND register and have speech, language and communication needs.
3	Analysis of internal/external assessments indicate that a higher proportion of disadvantaged pupils are not working at the expected standards in reading and writing compared to their non-disadvantaged peers. This is due to weaker retention of phonics knowledge, lack of writing stamina and poor acquisition and understanding of new vocabulary. This is further impacted by the support network available to them beyond school.
4	Analysis of internal/external assessments indicate that a higher proportion of disadvantaged pupils are not working at the expected standards in maths compared to their non-disadvantaged peers. The children demonstrate weaker mathematical fluency and poorer reasoning skills linked to the retention of mathematical knowledge and vocabulary. This is further impacted by the support network available to them beyond school.
5	Many of our disadvantaged pupils have significant social and emotional needs and fewer strategies for self-regulation and maintaining positive mental and physical health. Many do not participate in extracurricular activities.
6	Many of our disadvantaged pupils have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.

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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - Children access a language rich environment and use it daily. - Children leave EYFS meeting their ELG in language and communication. - Assessments and observations will indicate improved oral language among disadvantaged pupils.
Progress in Reading and Phonics	<ul style="list-style-type: none"> - Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points. - All disadvantaged pupils achieve age-related expectations in the Phonics Screening Check. - All disadvantaged pupils achieve age related expectations in the end of Key Stage One optional assessments.
Progress in Writing	<ul style="list-style-type: none"> - Children leave EYFS meeting their ELG in physical development and writing. - Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points. - All disadvantaged pupils achieve age related expectations in the end of Key Stage One optional assessments.
Progress in Mathematics	<ul style="list-style-type: none"> - Children leave EYFS meeting their ELG in physical development and writing. - Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points. - All disadvantaged pupils achieve age related expectations in the end of Key Stage One optional assessments.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> - Sustained high levels of wellbeing from 2024-2025 demonstrated by qualitative data from pupil voice, stakeholder surveys and governor visits. - Pupils accessing appropriate provision to support them. E.g. Mrs West, Forest School, North East Wellbeing Programme, RISE, Zones of Regulation, SEMH Team.
Access to Cultural Capital and enrichment opportunities.	<ul style="list-style-type: none"> - Disadvantaged pupils will be invited to extracurricular opportunities that are subsidised by the school.

	- Pupil voice and academic progress will show the impact of this.
Attendance and Punctuality	- Attendance of disadvantaged pupils will be at least 97%. Punctuality of all disadvantaged pupils will be monitored and deemed 'very good' if less than 5 late marks are needed during an academic year.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise in order to ensure high quality teaching for all pupils	<ul style="list-style-type: none"> Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches 	1-4
Engagement with EAL Webinars and training to address language needs and the increase in the percentage of children who speak English as an additional language	<ul style="list-style-type: none"> CPD engages with and builds upon teachers' aspirations for pupils. CPD is completed as a process for supporting pupil progress and wellbeing. CPD is necessary for Teachers and teaching assistants both to incorporate into lessons as well as small group/one-to-one interventions. High quality CPD is delivered through 	1-4

	<p>staff meetings and training days; both with in house specialists and external providers.</p> <ul style="list-style-type: none"> • A paper published by CUREE (Cordingley et al, 2020) includes advice on how CPD activities can be designed to support “active professional learning focused on aspirations for pupils”. • EEF Toolkit impact score +7 Very high impact for little cost. 	
<p>Work alongside Maths Hub specialists to ensure all year groups are progressing in their Maths Mastery journey, in relation to School Development Plan. Staff training for using manipulatives in maths. Release time for Maths Leader to work alongside colleagues.</p>	<ul style="list-style-type: none"> • The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. – Education Endowment Foundation • Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) 	4
<p>Training for staff to ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.</p>	<ul style="list-style-type: none"> • Evidence suggests that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. • The EEF guidance report suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils 	1-4
<p>Use of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>Implementation of a structured KS2 reading programme to motivate, monitor, and manage pupils’ independent reading practice</p>	<ul style="list-style-type: none"> • Evidence suggests that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • In developing reading comprehension, evidence suggests that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve. https://educationendowmentfoundation.org 	1-4

[.uk/ education-evidence/teaching-learning-toolkit/reading-comprehension-strategies](https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional keep up phonics sessions targeted at disadvantaged pupils in Reception, KS1, LKS2 who require further phonics support.	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF 	3
Newcastle University Lively Project (continued to embed) Elklan Training Kirstie Page Training – Launchpad for Literacy	<ul style="list-style-type: none"> Research has consistently shown that children who do not recover from language difficulties are at risk of adverse longer-term outcomes such as unemployment and poorer economic and psychological wellbeing. EEF Toolkit impact score +6, high impact for very low cost based on extensive research. Oral language interventions EEF (educationendowmentfoundation.org.uk) 	2, 5
Provide TA led speech and language intervention for identified pupils. TA will work alongside SENDCo and will receive ongoing support and professional training. Disadvantaged pupils will take priority.	<ul style="list-style-type: none"> EEF studies indicate that overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. 	2
Qualified HLTA delivering interventions in Reception.	<ul style="list-style-type: none"> Children have been identified as requiring phonics and maths intervention. Children may not receive parental support in reading and early maths and so additional support is provided in school, two sessions of maths and two sessions of phonics per week. EEF Toolkit impact score +5, very high for low cost based on extensive research. 	1-4
Teaching Assistants deliver targeted interventions across	<ul style="list-style-type: none"> Teaching Assistants are deployed effectively taking instruction from and monitored by 	1-4

a range of areas from academic input to addressing emotional needs of children.	<p>children in order to consolidate children's learning and/or provide other relevant support as identified.</p> <ul style="list-style-type: none"> • EEF Toolkit impact score +4, moderate impact based on moderate evidence 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Family Support Adviser (costed above)</p> <p>We will provide 1.5 days per week of high-quality specialist intervention and professional learning opportunities for staff for social and emotional (SEL) learning. Disadvantaged pupils will be prioritised.</p>	<ul style="list-style-type: none"> • The FSA liaises with parents on a range of issues, building relationships to provide support to parents in order to provide encouragement with learning as well as providing support for families in crisis. This in turn impacts on pupils across areas such as attendance, attainment and behaviour. • The FSA provides support and guidance to staff. • The FSA has designated capacity for support for pupils having difficulty with social interactions. • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	5-6
<p>We will fund or part/fund extracurricular opportunities in sport, music and arts for our disadvantaged pupils who would otherwise not be able to participate.</p>	<ul style="list-style-type: none"> • We know that enrichment approaches can directly improve pupils' attainment. Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Through participation in challenging physical and emotional activities pupils can develop non-cognitive skills such as resilience, self-confidence and motivation. 	5-6

CPOMS	<ul style="list-style-type: none">• All staff members are able to record incidents so that the school has a log. Members of staff are therefore able to identify areas of concern, providing effective safeguarding for children.• CPOMS is a whole school system to allow staff to securely record, track and monitor the well-being of pupils in school.	1-6
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Total budgeted cost: £56 000

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 2022 to 2023 academic year.

Total Number of Pupils – 334

Total PP Budget - £64,405

Percentage of Eligible Pupils – 11%

Summary of the use of Pupil Premium Grant 2023-2024:

- Teaching Assistants employed (at least one per class) in order to support the class teacher during the mornings in delivering high quality teaching to all pupils, whilst delivering targeted interventions in the afternoons.
- Children were offered places on a range of before and after-school clubs, subsidised Specialist support services including Speech and Language and Occupational Therapy Specialist support provided for children and families through employment of part time Family Support Advisor.
- Support staff trained and delivering a range of interventions including Speech and Language, Box Time, Lexia, Drawing and Talking and Little Wandle phonics catch up / intervention.
- Children provided with a range of clubs to support physical and mental well-being.
- Parent drop-ins, regular groups and support provided by FSA including SEND coffee mornings and Post Adoption Support Lunches. FSA has continued to work alongside parents, supporting families with their emotional needs whenever the need has arisen.

Progress of disadvantaged pupils will be in line with their non-disadvantaged peers, from their own starting points – reading, writing and maths.

ALL pupil premium children with no additional barriers to their learning made at least the expected progress from their starting points. Those children who did not had additional barriers such as EAL, SEND, Attendance, Support Networks, Attachment Trauma, Early Help Plans, Medical.

- Interventions have taken place throughout the year during the school day.
- Teaching assistants have been tasked with leading small group interventions, such as phonics, handwriting, pre-teaching or consolidating maths whenever need identified
- Additional interventions have been running to cover sensory, motor skills, as well as social interaction groups

EYFS

	Children with a good level of development	Children at expected level across all early learning goals	Average number of early learning goals at expected level	FSM		Non-FSM		Pupil Premium	
				GLD/ Exp across	Av	GLD/ Exp across	Av	GLD/ Exp across	Av
National	67.7%	66.2%	14.1	51.5% 49.9%	12.3	72% 70.6%	14.5		
North East	66.8%	65.3%	13.9	52% 50%	12.2	72% 71%	14.5		
Newcastle	65.6%	64.3%	13.8	52% 51%	12.5	73% 71%	14.6		
Archibald	78.7%	77.0%	15.3	100%	17	76.2%	15.3	25%	10

Year 1 Phonics Screening Check.

	Percentage of pupils meeting the expected standard in the phonics screening check in year 1	FSM	Non FSM	Pupil Premium
National	80%	68%	84%	
North East	79%	68%	92%	
Newcastle	78%	67%	90%	
Archibald	93%	86%	94%	

Key Stage 1 Phonics Check

	Percentage of pupils meeting the expected standard in the phonics screening check in year 2	FSM	Non-FSM	Pupil Premium
National	89%	82%	91%	
North East	89%	82%	92%	
Newcastle	87%	82%	90%	
Archibald	97%	80%	96%	

Year 4 Multiplication

	Average Attainment Score	Percentage of Eligible Pupils Scored 25 Marks	FSM		Non FSM		Pupil Premium	
National	20.6	34%	18.8	25%	21.3	37%		
North East	20.9	36%	19.5	28%	21.7	41%		
Newcastle	21.1	38%	19.7	30%	22.1	43%		
Archibald	21.1	30.5%	19.7	14%	22.4	33%	22.1	22%

Disadvantaged pupils will be invited to extracurricular opportunities, materials and resources that are subsidised by the school.

Children from each year group have been provided with enrichment opportunities both in and out of school, in the form of school trips and special visitors, linked to the National Curriculum. Team selection for sporting competitions and festivals considers participation levels of pupil premium students.

Children in receipt of FSM have accessed all visits and school experiences free of charge. School also offered to pay, for at least one school club which had a charge associated with it for all children in receipt of FSM.

See the whole school list of children’s attendance at clubs.

Attendance of disadvantaged pupils will be at least 97%. Punctuality of all disadvantaged pupils will be monitored and deemed ‘very good’ if less than 5 late marks are needed during an academic year.

	Attendance 23-24	Lates 23-24
PP	94.5%	2.2%
ALL	96.6%	0.5%

Externally provided programmes

Programme	Provider
Northern Guild	Northern Guild Counselling
IDL Literacy	IDL
Rise Wellbeing Workshops	Rise
1-1 Counselling	Chameleon Counselling
Occupational Therapy	NHS SLA
SEMH Team	LA SEMH Team

Service Pupil Premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributed to support staff salary within particular year group.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil finished the year as an exceeding learner across the board, due to quality first teaching and support from teaching assistant within lessons. Pupil received 1:1 time for reading in addition to this.