



PRIMARY
PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

2018 - 2019



Description	Tag
The Principal of the academy	Peter Watkins
The academic year	2018/19
Chair of Governors	Patrick Wall
The academy name	Ark Primary Academy

POLICY INFORMATION

Named personnel with designated responsibility

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018/19	Peter Watkins	Peter Watkins	Karin Barret	Patrick Wall

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September 2016	Policy reviewed	Ian Doswell
September 2017	Updated for academic year 17/18	Peter Watkins
September	Updated for academic year 18/19	Peter Watkins

INTRODUCTION

The Pupil Premium was introduced to help schools to close the attainment gap between disadvantaged pupils and their peers. It is based on eligibility for Free School Meals (NB – this is a means-tested measure, not related to Universal Infant Free School Meals (UIFSM) or the school meals provided free-of-charge to primary school pupils in areas such as Southwark).

In the 2017-18 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

£1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Primary schools with nurseries will also receive funding for children who are Looked After or previously Looked After or whose parents receive the same benefits that would qualify the child for Free School Meals once they enter Reception. The funding that these nursery children receive is called the **Early Years Pupil Premium** and the amount available varies between Local Authority areas.

Each school must publish an account of their Pupil Premium spending each academic year. As a minimum, the same information should be reported to governors. This must include:

- The school's Pupil Premium allocation for the current academic year
- Details of how the school intends to spend the allocation
- Details of how the school spent its previous academic year's allocation
- How it made a difference to the attainment of disadvantaged pupils

PE AND SPORTS GRANT FUNDING (PRIMARY SCHOOLS)

Background

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to fund improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2018 - 19 academic year so that they develop healthy lifestyles.

As part of the Government's childhood obesity strategy (August 2016), additional money is expected to be made available for these grants in future years. Ofsted will assess the effectiveness of the spending of this money.

The funding details for 2016-17 have not been confirmed. The funding arrangements in 2015 to 2016 were:

Schools with 16 or fewer eligible pupils receive £500 per pupil.

Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil.

Reporting / publication requirements

Since April 2014 schools have been required to publish on their website, information about their use of the PE and Sport Grant allocation. Schools should publish:

- the amount of grant received
- how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment as a result, to help to ensure that all pupils develop healthy lifestyles.

Pupil premium strategy statement: Ark Primary Academy

Summary information					
School	Ark Primary Academy Strategy				
Academic Year	2018/19	Total PP budget	£91 080	Date of most recent PP Review	Oct 2018
Total number of pupils	420 (r – 6) 480 inc Nursery	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Feb 2019

Current Attainment			
<i>Figures given are for 2017/18 KS2 cohort</i>	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	87%	89%	86%
Progress in reading	+2.5	+2.5	+2.4
Progress in writing	-1.7	-1.9	-1.7
Progress in maths	+3.3	+1.9	+3.9

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
1.	The school has newly identified lower-attaining Pupil Premium children in the lower school and must identify what their barriers to learning are	
2.	The trend in our data identifies maths as the persistent issue with Pupil Premium children.	
3.	Pupil Premium children are likely to be passive learners with a lower expectation of themselves and can easily “slip through the net” in lessons. This also affects higher-ability children. This means that they are less likely to persevere at tasks and they admit that they will always be tempted to copy from another student. Many do not complete homework.	
4.	Some of our most vulnerable pupils have social, emotional and mental health issues leading them at times to exhibit challenging behaviour and have low resilience to challenging tasks and/or find that issues with relationships can affect their learning.	
5.	Pupil Premium children are less likely to engage in trips and visits, narrowing their experience and vocabulary as well as their rounded overall enjoyment of learning	
6.	A specific group comprising girls in receipt of Pupil Premium who are also Black/Black British in year 6 are attaining lower than their peers	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
1.	A lack of expectation from home can lead to passivity in the class that may not be picked up by teachers.	
2.	Crossover with PP pupils that are also of other “vulnerabilities”, eg SEN, LAC	
3.	Attendance was on average 0.4% lower for Pupil Premium than for non-Pupil Premium for 2016/17	
4.	Pupil achievement may be limited by pupils’ experience outside of school.	
5.	Parental attitudes to maths may not be positive	
Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Pupil Premium attainment in maths	PP pupils make progress in line with other pupils across key stage 2

		PP attainment in maths is in line with other pupils across Key Stage 2 PP children make good progress in maths lessons because they are targeted by the teachers
B.	Sustain improvements to Pupil Premium attendance in school	No significant difference in pupil premium and non-PP attendance across the school No significant difference in persistent absence rates between PP and non-PP children.
C.	Increase achievement of cohort-specific Pupil Premium children in year 6	Raise in attainment for the whole year 5 cohort. All PP pupils in this cohort make in-year progress in line with their peers No attainment gaps between PP and non-PP (for non-SEN children) at each assessment point End of Key Stage performance in shows a target gap in attainment of 15% and no gaps in progress
D.	Improve the attendance of pupil premium children on trips and visits.	Attendance of PP children on trips and visits tracked and systematically checked PP children not attending trips are targeted and bespoke solutions put in place No difference in attendance for PP and non-PP children on all trips and visits, including residential trips.
E.	Develop the mental health and resilience of Pupil Premium children.	Pupil premium children make good progress in lessons. Support in place to support resilience and mental health of PP children No difference between % of children in detentions that are PP.
F.	There is an increased understanding – and subsequent improvement in the quality of provision for – newly identified PP children in Key Stage 1	Awareness of who the children are and their needs is shared by all staff No gaps in progress between PP and non-PP

Planned expenditure						
Academic year	2018/19					
i. Quality of teaching or all						
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
Improve PP outcomes in maths	Greater rigour of monitoring of PP children in lessons	An acceptance that PP children, like all vulnerable children, do best with their own teacher in their own classrooms.	Ensure that PP children are high on teacher's agenda through lanyards as well as the system of target setting and pupil progress review. Pupil Premium to be included on teacher Performance Management	PWA		Approx cost of teacher training and coaching that focuses on rigour: £4830
All children to have access to teaching assistant.	Deployment of additional adults around the school	Targeted support of other adults to PP children.	Job descriptions and performance management of additional adults	PWA		Approx. 18% of TA salaries = £55 400
Rapid intervention for those that do not meet learning objectives in lessons	"Same-day" intervention model	Many children, including PP, do not receive timely and effective intervention.	SLT monitoring on a regular basis.	PWA		30 mins of TA support per class per week + 30 mins of teacher cost per day = £6700 per year
Quality of teaching for PP children in lessons and identification of barriers to children in KS1	Termly PP reviews with both external and internal staff	In line with best practice and to ensure that PP remains high profile with all teachers	Senior staff alongside teachers and external reviewer to ensure quality.	PWA		External auditor = £1000 + cover @£200 per day + SLT costs = £3000

Planned expenditure						
Academic year	2018/19					
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
A (PP maths achievement)	Teachers to have PP children named on their lanyards	PP review showed that children were passive and were not “high profile” in lessons	Check through termly PP reviews Pupil Progress Meetings	PWA		£100
A (PP maths achievement)	Number box interventions	Catch-up needs identified in maths	Training provided and regular check-in with staff; ongoing assessments completed.	COS		5 children daily = 1 hour per day = £15 per day = £75 per week = £2700 + training = £3000
B (attendance)	Rigorous and systematic process with Brent Education Welfare service	Increased accountability for PP families as well as understanding and support from the school.	Continued analysis of attendance figures	PWA		17% of subscription to Brent Education Welfare Service = £750
C (year 6 cohort)	SLT with regular teaching commitments focused on PP groups	Highest quality teaching for most vulnerable children	Lesson observation, tracking of data. Pupil Progress meetings with all SLT involved.	PWA		HT and AHT teaching cost = £13 440
D (trips and visits)	Set up and maintain systems for tracking attendance on trips	Identified as best practice and anecdotal evidence suggests this is an issue	Systematic meetings and tracking	PWA		Approx 1 hour office time per week + meetings each half term = £864

D (trips and visits)	Allocate funding to support families on trips and in-school visits	Provide financial support for families unable to pay	Track attendance	PWA		£30 per class per term = £1350 + additional for residential and in-school visits = £2500
D (trips and visits)	Allocate funding for children unable to pay for after-school clubs	Provide financial support for families unable to pay	Track take-up	PWA		£10 per PP child for 2 terms + admin costs = £1500
E (mental well being)	Variety of interventions across the school	Successful strategy from previous year, seen in observations of children's behaviour and resilience	Lesson observations, pupil conferencing	PWA		Example: 10 children per term at a rate of £20 per hour = £200 per term, £600 per year.
E (mental well being)	External mentoring	Very successful with targeted children from last year.	Written reports and feedback from teacher	PWA		£400 annual cost, 75% of whom are disadvantaged = £3000
E (mental well being)	External Therapist	On-site therapeutic support for children				Approx annual cost - £6000. 50% PP caseload = £3000

Review of expenditure						
Academic year	2017/18					
i. Quality of teaching or all						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
All children to have access to teaching assistant.	Deployment of additional adults around the school	Day-to-day support for vulnerable children has been good.	Making sure that TA's know the PP children as well as the teachers	PWA		£50 000
Rapid intervention for those that do not meet learning objectives in lessons	"Same-day" intervention model	Excellent support for children and fills gaps in learning at a day-to-day, individual scale.	The actual attendance of PP children at these interventions is not tracked but could be reviewed.	PWA		£3570
Support for spellings	"Get Spelling" programme	Successful programme; impact in SPAG scores seen for the first time. Popular with children and staff.	Better monitoring and training	PWA		£1000 (higher than expected)
Quality of teaching for PP children in lessons	Termly PP reviews with both external and internal staff	Invaluable to understand what barriers to learning are and have underpinned our PP strategy	Continue and alter focus to suit needs.	PWA		£3000
EAL support	To ensure that children new to English can access the curriculum fully.	Good progress of EAL children	Allocate specific staff with specific training for best results.	PWA		£1000

Review of expenditure						
Academic year	2017/18					
iii. Targeted support						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
A (PP maths achievement)	Teachers to have PP children named on their lanyards	A very high impact for low cost – all teachers know their PP children and can target them efficiently	Implement sooner and link more closely to “combined” attainment measure	PWA		£100
A (PP maths achievement)	Number box interventions	Very good progress seen for targeted children.	These children tend to be very low attaining and stay on this intervention, despite its success.	PWA		£3000
A (PP maths achievement)	“Maths gaps” – daily intervention	Less successful, harder to define impact	Discontinue in favour of daily model	PWA		£600
A (PP maths achievement)	Allocate funds for maths interventions	Difficult to allocate “only” to PP when other children have needs although summer interventions were focused on PP children only.	Consider provision for all more broadly. Reading and homework clubs were used to better effect in lower KS2	PWA		£7000
B (attendance)	Full programme of meetings and referrals for attendance	Successful. Increase seen throughout the year and PP children finished only 0.4% behind non-PP.	Implement systems sooner.	PWA		£2500

Review of expenditure						
Academic year	2017/18					
ii. Targeted support (continued)						
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Staff lead	Review	Cost
C (year 5)	Identified as a cohort with high SEN need.	High. Good progress seen and rising attainment in maths.	Focus more on lower attaining PP readers.	PWA		£6000
D (trips and visits)	Set up and maintain systems for tracking attendance on trips	High. All PP children attended trips and a high % attended the year 6 residential	Continue tracking and targeting individuals.	PWA		£1000
D (trips and visits)	Allocate funding to support families on trips and in-school visits	High take-up of trips for disadvantaged families and many bespoke solutions found to allow children to attend trips.	Continue strategy	PWA		£2000 (less than expected)
D (trips and visits)	Allocate funding for children unable to pay for after-school clubs	Successful, as above.	Continue strategy.	PWA		£2000 (higher than expected)
E (mental health)	Improve resilience and relationships for all teachers.	Successful programme of intervention and much improved attitude and outcomes seen for targeted children.	Expand offer.	PWA		£400 (higher than expected)
E (mental health)	TAMHS	TAMHS had a low impact but a replacement service, employed by Ark Academy, saw much greater success.	Continue with therapeutic provision	PWA		£2500

Performance of Pupils in receipt of Pupil Premium

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF EYFS					
<i>*figures only available for FSM in the EYFS</i>	2014	2015	2016	2017	2018
No. of pupils	7	6	4	1	4
% of PP pupils achieving a Good Level Of Development (GLD)	57	50	50	0	75
% of non PP achieving a Good Level of Development (GLD)	75	88	85	83	80

PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN					
	2014	2015	2016	2017	2018
No. of pupils	9	7	7	5	7
% of PP pupils that passed the phonics screen	100	100	57	60	57
% of non PP that passed the phonics screen.	92	94	92	93	90

PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS1						
<i>*ARE taken as level 2b pre-2016</i>	2014 15 PP Pupils	2015 10 PP pupils		2016 9 PP pupils	2017 7 PP pupils	2018 8 PP pupils
% of PP pupils achieving ARE in reading	100	100		78	57	50
% of PP pupils achieving ARE in writing	93	70		67	43	38
% of PP pupils achieving ARE in maths	100	90		78	57	50
% of PP pupils achieving above ARE in reading	20	10		11	29	25
% of PP pupils achieving above ARE in writing	27	0		22	0	13
% of PP pupils achieving above ARE in maths	13	20		11	29	13

PERFORMANCE OF PP ELIGIBLE PUPILS END OF KS2						
<i>*ARE taken as "Level 4" for pre-2016 data</i>	2014	2015 24 PP Pupils		2016 23 PP pupils	2017 21 PP pupils	2018
% of PP pupils achieving ARE in reading	-	100		52	90%	89
% of PP pupils achieving ARE in writing	-	86		78	67%	89
% of PP pupils achieving ARE in maths	-	86		57	81%	89
% of PP pupils achieving ARE in reading, writing and maths	-	82		39	62%	89
% of PP pupils achieving above ARE in reading	-	41		16	14	39
% of PP pupils achieving above ARE in writing	-	36		9	5	0
% of PP pupils achieving above ARE in maths	-	18		13	24	33
% of PP pupils achieving above ARE in reading, writing and maths	-	27		0	5	0
% of PP pupils making expected progress in reading	-	90		35	-	-
<i>*% of children making expected progress has been replaced by a "progress measure" from 2016</i>	-	-		-2.9	+1.19	+2.5
% of PP pupils making expected progress in writing	-	90		75	-	-
<i>*% of children making expected progress has been replaced by a "progress measure" from 2016</i>	-	-		-2.8	-4.36	-1.9
% of PP pupils making expected progress in maths	-	70		52	-	-
<i>*% of children making expected progress has been replaced by a "progress measure" from 2016</i>	-	-		-3.02	+0.30	+1.9

Ark Primary Academy PE Sports Funding 2016/17

Introduction

Ethos

At Ark Primary Academy we recognise the contribution of PE to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

Our Primary School Sports Funding will enable us to continue and extend our provision through employing an additional sports professional, entering into more competitive sports competitions and training our staff to deliver in-house quality PE sessions.

Each school receives £8,000 plus an extra £5 per pupil each year - here at Ark Primary Academy we received £19 530 in the last academic year. The money was only be spent on sport and PE provision in schools.

Context of our Academy

Ark Primary Academy is a two form entry primary school which is part of the larger all through academy. There are currently 420 pupils on roll and we have a nursery with a cohort of 60.

Pupil Premium and Deprivation Indicators

Eligibility for pupil premium is 17% which is below the national average of 26.4%

SEND

13.3% of pupils are on the SEND register; below the national average of 14.6%. The percentage of pupils with EHCP plans is 0.3% and is below the national average of 2.9%.

EAL

35% of our pupils are identified as have English as an additional language, which is above the national average of 20.1%

How we are spending the money

Specialist Teaching provision for every child

A PE specialist has been employed to deliver 1 hour of direct PE teaching to every child in the school. This member of staff has also redesigned and developed our PE curriculum to ensure that there is a breadth of provision. We have strong links with the secondary department and has secured use of whole academy facilities in order to provide a wide range of lessons for the children and to develop skills progression across the school. We also provide a “Mental Health and Fitness” week each year to provide additional sports opportunities for children.

Further development of the curriculum

High quality resources and equipment are in place to support the work of the PE teacher and to ensure that all teachers are supported in delivering their own weekly PE sessions in every year.

Impact

Through specialised teaching, pupils’ enjoyment of PE and fitness levels increased. The range and depth of provision has been significantly increased since the appointment of the PE teacher.

Embed a varied and challenging curriculum across the school to ensure skills progression from the time the children begin school and the time they leave in Year 6. PE planning is now detailed, varied and provides a solid and enriching experience for all children upon which progress within PE can be measured.

Further purchases of equipment have successfully supported the new and more enriched PE curriculum, including rugby, football, and athletics.

Summary of Expenditure

Amount of funding 2017/18	£19 530
Contribution towards PE specialist salary	£18 600
Contribution towards further resources	£ 900 (curriculum)

Reviewing and improving our Sports offer

We will review the quality of the sports offer provided at Ark Primary Academy on an annual basis.

