



## **PUPIL PREMIUM AND SPORTS PREMIUM POLICY**



Description	Tag
The Principal of the academy	Ian Doswell
The academic year	2016/17
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
2016/17	Ian Doswell	Peter Watkins		Patrick Wall
[ACADEMICYEAR]				[GOVERNOR]

### Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September 2016	Policy reviewed	Ian Doswell

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## 1 INTRODUCTION

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The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
  - special schools (for children with special educational needs or disabilities)
  - pupil referral units (PRUs - for children who can't go to a mainstream school)
- academies and free schools, including
  - special academies (for children with special educational needs or disabilities)
  - alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

## 2 FUNDING

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### Financial year 2016 to 2017

In the 2016 to 2017 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
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

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

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

### 3 EVIDENCE OF WHAT WORKS

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The Education Endowment Foundation has produced a [teaching and learning toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

### 4 PUPIL PREMIUM REVIEWS

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Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

- the academy trust
- the regional schools commissioner
- the Department for Education

### 5 ACCOUNTABILITY

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#### Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

#### Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on [what must be published online](#) is available from the Ark Central Team.

## 6 PUPIL PREMIUM REPORTING

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You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

## 7 PE AND SPORT PREMIUM FUNDING FOR PRIMARY SCHOOLS

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If your school receives PE (physical education) and sport premium funding, you must publish:

- how much funding you received
- a full breakdown of how you've spent the funding or will spend the funding
- the effect of the premium on pupils' PE and sport participation and attainment
- how you'll make sure these improvements are sustainable

### PERFORMANCE TABLES

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School and college performance tables also report on the performance of disadvantaged pupils compared with their peers.

## 8 TEMPLATES

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The Teaching Schools Council has produced templates to help schools present their pupil premium strategy. Examples below demonstrate good practice for publishing your pupil premium strategy – there are two examples –one for primary and one for secondary. Both examples show a populated strategy statement and a blank template.

## Pupil premium strategy statement: Ark Primary Academy

• Summary information					
School	Ark Primary Academy Strategy				
Academic Year	2016/17	Total PP budget	£85,800	Date of most recent PP Review	Sep 2016
Total number of pupils	240	Number of pupils eligible for PP	65	Date for next internal review of this strategy	Feb 2017

• Current Attainment			
<i>Figures given are for 2016/2016 KS2 cohort</i>	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	53%	39%	60%
Progress in reading	-2.9	-3.0	-2.9
Progress in writing	-2.0	-2.7	-1.7
Progress in maths	-1.1	-3.0	0.1

- Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
• 1	Language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
• 2	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.	
• 3	Some of our most vulnerable pupils have social, emotional and mental health issues leading them at times to exhibit extremely challenging behaviour.	
• 4	A specific group comprising boys in receipt of Pupil Premium who are also Black/Black British in upper KS2 heritage make less progress than their peers and need focussed support and tracking.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
4	Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement	
5	Increasing number of pupils joining the school with English as an additional language	
6	In year admissions: Pupils joining the academy who have not benefitted from excellent EYFS and KS1 teaching and learning.	
<b>Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet

		age related expectations compared to “other “pupils in the cohort. Measured by assessing against GLD and GLD+ .
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Improve interventions and progress of Black/Black British PP boys in KS2.	Boys in receipt of PP, who are also Black/Black British heritage make at least as much progress as “other” pupils in KS2, measure through teacher assessment and end of year progress outcomes.
D.	Improve the quality of teaching, learning and assessment for all pupils.	Pupils eligible for PP identified make at least as much progress as “other” pupils in all year groups in reading, writing and maths. Measure by pupil outcomes in EYFS, Y1 phonics, and of KS1 and end of KS2. Measured by progress in Y3, Y4 and Y5.
E.	Improve interventions in reading, writing and maths across KS2.	Pupils eligible for PP identified make as much progress as “other” pupils across Key Stage 2 in maths, reading and writing. Measure by teacher assessments and successful moderation practices established across the multi-academy trust (MAT)

5. Planned expenditure						
Academic year	2016/17					
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
Improved reading outcomes in EYFS and KS1	Read Write Inc phonics programme	We want to ensure that all disadvantaged pupils at least meet the expected standards in reading. The Read Write Inc phonics programme is an effective intervention that ensures disadvantaged students attain national expectations in reading and phonics.	Phonics teaching takes place daily across EYFS/KS1 and all primary staff are trained in the delivery of the programme.  The phonics leader is released daily to provide robust and rigorous monitoring and training for all phonics teachers. Masterclasses to take place weekly to provide timely intervention for all teachers to improve their practice.	LAM JOB	Feb 2017	£4,200  £1,500
Improved writing outcomes in KS1 and KS2	Talk for Writing initiative is continued.	Talk for Writing is powerful because it is based on the principles of how children learn and because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. Talk for Writing is proven to raise achievement by pupils in all	Talk for writing training for all teaching staff in November 2016 and April 2017.  Writing training in school throughout the year for both teachers and TAs led by English Lead  Daily session of T4W, led by teacher and partnered with TA.  Group and individual support to boost	JOB SVE  JOB	Feb 2017	£1,000  £1,100  £5,600

		aspects of their writing.	writing outcomes.			
<p>In Class Learning support ensures identified gaps in learning are swiftly identified.</p> <p>Talk for Writing and Maths Mastery programmes are delivered effectively in line with expectations.</p>	<p>TA support given every morning in all classes to support T4W and Maths Mastery.</p> <p>Afternoon intervention sessions to be supported by TAs, either in providing class cover or in leading an intervention.</p>	<p>Teaching assistants provide one to one and small group interventions to support teaching and learning in every class. TAs are integral to the effective teaching of Talk for Writing and Maths Mastery as well as supporting teachers with real time feedback and intervention.</p>	<p>Daily allocation of TA time for each teacher.</p> <p>Teacher and TA work in partnership to successfully deliver Talk for Writing and Maths Mastery lessons every morning.</p> <p>Allocated time for TAs to assist teachers with marking and feedback and to provide supported intervention for individuals and small groups as identified.</p>	PWA	Feb 2017	<p>£5,600</p> <p>£5,600</p>

5. Planned expenditure						
Academic year	2016/17					
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
All KS1 students pass the Year 1 phonics screen.  Pupils identified for retakes in Year 2 pass the phonics screen.	Specialist TA intervention to deliver 1 to 1 phonics catch up programme.	All pupils are expected to pass the Year1 phonics screen. The gap between PP and non PP in phonics will close.	TA to deliver daily 1 to 1 phonics booster programme to identified pupils.  Regular assessments identify small step progress and readjustments for support can be made.  RWI monitoring visits assess the success of the 1 to 1 phonics programme.	COS	Feb 2017	£8,000
Improved oral language skills in EYFS	1 to 1 and small group provision of Nuffield Early Language and Talk Boost intervention for pupils in EYFS.	Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise intervention timetable to ensure staff delivering provision have sufficient preparation and delivery time.	COS	Jun 2017	£8,200
Disadvantaged pupils with identified speech and language needs are able to access their learning more	External Speech and Language therapist.  Trained TA to deliver 1 to	Speech and language needs to be met to enable disadvantaged pupils identified as having speech and language difficulties to	Expertise and guidance with delivering Speech and Language support is provided by Brent Speech and Language therapist (termly visits).	COS	Jun 2017	£16,050

effectively.	1 intervention.	learn more effectively as these are core skills to learning. Greater impact on oracy, reading and writing outcomes for these identified students	Speech and Language plans are delivered by trained TAs on a regular basis in line with therapist advice.  Rapid and regular intervention is in place for all identified students.			
Disadvantaged pupils with EAL make similar progress to non EAL pupils.	Specialist EAL intervention to deliver 1 to 1 and small group support.	An increasing number of pupils arriving with little or no English. These children are likely to be from lower socio economic groups and need to make swift catch up progress. Rigorous and rapid intervention is proven to ensure good outcomes when delivered by a designated trained member of staff.	Pupils with urgent EAL needs are rapidly identified.  Trained member of staff delivers bespoke EAL intervention in one to one groups.  Wave 2 EAL pupils work with trained member of staff in small support groups.  EAL pupils are closely tracked and assessed.	COS	Jun 2017	£7,300
Early intervention is delivered to identified pupils to ensure they improve their skills and understanding in maths and meet targets by the end of the year.	Number Box Intervention programme.	Number Box is a proven multi-sensory system for teaching numeracy skills and assessing pupils for potential learning difficulties.	Identified support staff to deliver regular one to one intervention using Number Box for 5 minutes daily for a period of 8 weeks.  Regular assessment of pupils in order to move off of the programme and provide for needs of other pupils where necessary.  All support staff to receive appropriate training in use of materials.	COS	Jun 2017	£3,600

Identified pupils will reach their maths target by the end of KS2.	Rapid Maths intervention scheme	A proven system of intervention to move borderline pupils to the expected level in Year 5 and 6.	Trained support staff to deliver Rapid Maths support to specific small groups of pupils 3 x per week.  Regular half termly assessments to identify swift progress.	COS	Jun 2017	£3,600
Identified Year 6 pupils make better than expected progress in order to meet end of year targets.	English and Maths booster session after school.	In past years, after school booster sessions for identified pupils have proven effective. There are a number of pupils who need to make more than expected progress in Year 6 in order to make expected progress between KS1 and KS2.	Maths and English Booster session offered to identified pupils.  Data analysed and pupils selected based on need.  Parental involvement, via extra meetings, with all booster students to ensure support from home.	IDO/PWA	Jun 2017	£1,350
Identified Year 6 pupils make better than expected progress in order to meet end of year targets.	Easter school session for 1 week in April.	Extra lessons held in the Easter holiday to ensure knowledge gaps are filled for selected pupils and exam technique mastered.	Four mornings of both maths and English delivered by outstanding teachers to selected pupils.  Bespoke programme established for selected pupils.	IDO/PWA	Jun 2017	£400

5. Planned expenditure						
Academic year	2016/17					
iii. Other approaches						
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
Disadvantaged pupils identified as having emotional and behavioural needs make at least expected progress and have a reduced number of detentions/exclusions (where applicable)	TAHMs Family/One to One therapy	TAHMs have been employed by the school for the last two years and have had a significant impact on pupils who struggle with behaviour and are identified as having emotional and social issues that affect their behaviour in school.	<p>SENCo and TAHMs therapist to meet with IDO half termly.</p> <p>Pupils identified and assessed by therapist.</p> <p>Programme of support is devised and delivered, also involving parents/carers of pupils.</p> <p>Exit assessment to measure impact of support upon outcomes in learning and behaviour.</p>	<p>IDO</p> <p>COS</p> <p>TAHMs</p>	Jun 2017	£14,000
Identified disadvantaged pupils at risk of exclusion remain in school and make at least expected progress.	Roe Green Pupil Support Centre	Pupils who have attended this service one day per week in the last two years have seen the number of exclusions drastically decrease. They have integrated well into school and made at least expected	<p>Pupils identified are assess by Roe Green staff.</p> <p>Pupils attend one day per week.</p> <p>Termly PSP reviews take place to assess progress and next steps.</p>	PWA	Feb 2017	£5,400

		progress.				
Pupils identified as needing learning mentor support (Boys who are PP/Black, Black British heritage and SEN) are well supported in school and make at least expected progress.	Extra in class and small group learning mentor intervention for specific group of children identified.	Consistent learning mentor support within the classroom on a one to one and small group basis to ensure continuity, consistency and rapid intervention for highlighted group.	Group who comprise boys who are PP/Black and Black British heritage/SEN have been identified in Years 5 and 6.  Learning mentor attends identified classes to support in class.  Extra withdrawal support groups are held for those identified pupils.  Close tracking and swift intervention in place	IDO/PWA/TDE	Jun 2017	£12,850

Review of expenditure

Previous Academic Year		2015/16																										
Desired outcome	Chosen action/approach	Impact	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost																								
Improved attainment in reading for EYSF and KS1 pupils	RWI programme and associated staff training	<table border="1"> <thead> <tr> <th>Target</th> <th colspan="2">Actual</th> </tr> <tr> <td></td> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>92% of all pupils to achieve GLD</td> <td>50%</td> <td>85%</td> </tr> <tr> <td></td> <td colspan="2">85% of all pupils achieved GLD</td> </tr> <tr> <td>90% of pupils to pass phonics screen</td> <td>57%</td> <td>92%</td> </tr> <tr> <td></td> <td colspan="2">88% of all Y1 pupils passed phonics screen</td> </tr> <tr> <td>87% of Year 2 pupils to achieve ARE in reading</td> <td>89%</td> <td>76%</td> </tr> <tr> <td></td> <td colspan="2">78% of all Y2 pupils achieved ARE in reading</td> </tr> </tbody> </table>	Target	Actual			PP	Non PP	92% of all pupils to achieve GLD	50%	85%		85% of all pupils achieved GLD		90% of pupils to pass phonics screen	57%	92%		88% of all Y1 pupils passed phonics screen		87% of Year 2 pupils to achieve ARE in reading	89%	76%		78% of all Y2 pupils achieved ARE in reading		<p>Pupil outcomes continue to be above the national average for at least the last three years. The RWI development and monitoring visits complimented the school on the high quality teaching provided by the phonics group leaders.</p> <p>The Phonics lead provided high quality leadership and management, with robust monitoring and development of phonics.</p> <p>We will continue to pay the salary costs for the RWI lead teacher, plus training for staff and the resources needed.</p>	£35,996.40
		Target	Actual																									
			PP	Non PP																								
		92% of all pupils to achieve GLD	50%	85%																								
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	£12,120																											
	£5000																											
Target pupils not making the desired progress in phonics receive extra support to achieve their Year 1 phonics screen score.	2 specialist intervention TAs	All pupils in receipt of one to one phonics support made expected progress with the exception of 4 pupils who were in receipt of EHCP plans and who have severe ASD needs.	We will continue to invest in the provision of one to one phonics support in the coming year.	£8181																								

<p>Pupil's communication and language in EYFS is well developed and impacts on good outcomes across the curriculum.</p>	<p>Nuffield Early Language for EYFS (Nursery and Reception classes)</p>	<ul style="list-style-type: none"> <li>•GLD academic year 2015-16 was 85% and has been consistently above the national average for the last three years.</li> <li>•Progress in EYFS is at least good – across all strands at least 93% of children made at least 4+ points progress, 65% made at least 5+ points and 41% at least 6+ points. In Nursery 100% of</li> </ul>	<p>This programme provides high impact support for pupils in both phases and aids swift and effective progress.</p> <p>We will continue to fund this initiative for 2016/17.</p>	<p>£13,000 (£6,500 for Nursery) (£6,500 for Reception)</p>
<p>Rapid and regular intervention for those identified with speech and language needs is in place. Support impacts on the pupils' ability to communicate and supports learning in all areas.</p>	<p>Brent Speech and Language Therapist (Whole school)</p>	<p>23 pupils were in receipt of a speech and language programme in 2015/16. These pupils have accessed support quickly and interventions have been effective.</p> <p>Brent Speech and Language Therapist attended school termly to assess and work with identified pupils, as well as provide guidance for staff.</p> <p>Identified intervention TAs delivered bespoke speech and language sessions in line with the speech and language plans.</p> <p>Teachers have received structured support plans to assist pupils with identified speech and language difficulties in the classroom.</p>	<p>We will continue with this service for all identified pupils in need of speech and language support.</p>	<p>£1500  £8181</p>

<p>Pupils in receipt of EAL support make in line or better progress than their peers.</p>	<p>EAL intervention teacher support by SENDCo support.</p>	<p>46.4% of pupils identified as EAL, which is above the national average of 19.4%. Pupils received daily and weekly support as necessary, provided by a specialist EAL teacher.</p> <p>This teacher received supported by the SENDCo.</p> <p>All pupils identified as EAL made at least in line or better progress than their peers.</p>	<p>We will continue with the deployment of an identified Intervention Teaching Assistant to deliver bespoke teaching to those pupils identified as EAL.</p>	<p>£7335.80</p> <p>£3500</p>														
<p>Writing outcomes for all children at least meet, and in many cases, exceed national expectations.</p>	<p>Talk for Writing Programme introduced across the whole school</p>	<table border="1" data-bbox="748 639 1288 863"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">End of KS1</th> <th colspan="2">End of KS2</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Writing ARE+</td> <td>67%</td> <td>66%</td> <td>83%</td> <td>74%</td> </tr> </tbody> </table>		End of KS1		End of KS2		School	National	School	National	Writing ARE+	67%	66%	83%	74%	<p>Talk for writing has raised both pupils' writing ability, stamina for writing at length and improved staff confidence in teaching writing. It has been impactful across a range of subjects. Talk for Writing Big training days have been successful and well attended by teachers and support staff.</p> <p>TA support has been vital in delivering the shared teaching model.</p> <p>The English lead has been instrumental in developing Talk for Writing across the school and in embedding taught practices with staff through extra training and support.</p> <p>We will continue into our second full year of delivering the Talk for Writing programme and maintain staff development.</p>	<p>£1,000</p> <p>£50,400</p> <p>£4,000</p>
	End of KS1			End of KS2														
	School	National	School	National														
Writing ARE+	67%	66%	83%	74%														

<p>Early intervention improves skills and understanding in Maths in KS2</p>	<p>Number Box Intervention Programme</p> <p>Rapid Maths Intervention Scheme</p>	<p>All pupils who engaged with the Number Box and/or Rapid Maths programme made comparable or better good + compared to their peers across all year groups in Years 3, 4 and 5.</p> <table border="1" data-bbox="752 363 1182 501"> <thead> <tr> <th>Good + progress</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Intervention Pupils</td> <td>85%</td> <td>96%</td> <td>86%</td> </tr> <tr> <td>Pupils overall</td> <td>78%</td> <td>93%</td> <td>83%</td> </tr> </tbody> </table> <p>Staff were thoroughly trained and</p>	Good + progress	Y3	Y4	Y5	Intervention Pupils	85%	96%	86%	Pupils overall	78%	93%	83%	<p>Number Box scheme has proven to have a positive impact and will continue next year.</p> <p>The Rapid Maths Intervention Scheme has also proven to have a positive impact and we will repeat this next year.</p>	<p>£4,100</p> <p>£4,100</p>
Good + progress	Y3	Y4	Y5													
Intervention Pupils	85%	96%	86%													
Pupils overall	78%	93%	83%													
<p>Children in Year 6 reach expected outcomes at the end of KS2, performing better than both national and Ark measures.</p>	<p>Year 6 SATS Maths booster classes</p> <p>Easter School</p>	<ul style="list-style-type: none"> <li>• Pupils at the end of KS2 achieved 64% in reading, 83% in writing and 72% in maths. RWM combined was 53%.</li> <li>• All 2016 results are in line with or above national expectations apart from KS2 reading.</li> <li>• End of Key Stage progress figures were less than expected however in house data proves the cohort have made good progress over the last 7 years.</li> </ul>	<p>After school booster was well attended (87%) over a 10 week period.</p> <p>Easter school had 94% attendance over four days during the second week of the Easter holidays.</p> <p>We will run both initiatives again this year with additional Saturday schools in the Spring term</p>	<p>£1,350</p> <p>£400</p>												

## 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	2	
% of PP pupils achieving a Good Level Of Development (GLD)	57	50	50		
% of non PP achieving a Good Level of Development (GLD)	75	88	85		

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PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN					
	2014	2015	2016	2017	2018
No. of pupils	9	7	7		
% of PP pupils achieving a Good Level Of Development (GLD)	100	100	57		
% of non PP achieving a Good Level of Development (GLD)	92	94	92		

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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	2018
% of PP pupils achieving ARE in reading	100	100	78		
% of PP pupils achieving ARE in writing	93	70	67		
% of PP pupils achieving ARE in maths	100	90	78		
% of PP pupils achieving above ARE in reading	20	10	11		
% of PP pupils achieving above ARE in writing	27	0	22		
% of PP pupils achieving above ARE in maths	13	20	11		

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

## 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 that will mean around £10,100 a year. The money can 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 16% which is below the national average of 26.4%

### SEND

8.6% of pupils are on the SEND register; below the national average of 15.4%. The percentage of pupils with EHCP plans is 1.9% and is below the national average of 2.8%.

### EAL

47.6% of our pupils are identified as have English as an additional language, which is below 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. He has 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.

### Further development of the curriculum

New resources and equipment have been purchased 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 basketball, badminton, and athletics.

### **Summary of Expenditure**

Amount of funding 2016/17	£10, 100
Contribution towards PE specialist salary	£10,000
Contribution towards further resources	£ 100

## Reviewing and improving our Sports offer

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

DRAFT