



**PRIMARY
PUPIL PREMIUM
POLICY**

2020 - 2021

Pupil premium statement - primary

1. Background					
School	Ark Academy				
Academic Year	2020/21	PP allocation	76 x £1345 = £102 220		
Number of pupils on roll	420 (not including nursery)	% of pupils eligible for PP	18%	Date: next review of this statement	September 2021
2. Current performance: phonics					
			PP pupils in school	Other pupils in school	
% of pupils reaching expected standard in phonics check			<i>Add for year 2 in December 2020, no available assessment data due to COVID-19</i>	<i>Add for year 2 in December 2020, no available assessment data due to COVID-19</i>	
% of pupils reaching the expected standard of reading at KS2 <ul style="list-style-type: none"> November 2020 mock test data used for illustrative purposes 			40%	66%	
Plan to close our phonics / reading gap: <ul style="list-style-type: none"> Regular, targeted support, including 1-to-1 Full support for teaching model, including observation, coaching and regular “Masterclasses” Target children in year 2 for preparation for phonics screen Embed home-reading provision for all across the school Increase resources of quality texts available for children Review reading for quality and challenge across the KS1 curriculum Provisions that target Pupil Premium children in reading 					

3. Current performance: pupil premium			
	PP pupils in school	PP pupils nationally	Non-pp nationally
Published progress score (<i>*Summer 2019 data</i>)	Reading: -0.7 Writing: -1.1 Maths: +1.2	Reading: -0.6 Writing: -0.5 Maths: -0.7	Reading: 0.3 Writing: 0.3 Maths: 0.4
Published attainment score (<i>*Summer 2019 data</i>)	73%	71% *figure for 'non-PP nationally'	
PP Gap at KS2 – 3 year trend: 2016/17: -17% 2017/18: +2% 2018/19: -6%	National PP vs Non-PP gap, 3 year trend: 2016/17: -19% 2017/18: -19% 2018/19: -20%	Ark Academy PP vs All Pupils Nationally, 3 year trend: 2016/17: +3% 2017/18: +19% 2018/19: +2%	
4. What are the barriers to success we need to overcome?			
<ul style="list-style-type: none"> a) Confidence of children, particularly in maths b) The “Digital Divide” affecting those with less IT equipment at home and how they are able to deal with past and potential future school closures. c) The lack of outdoor space affecting younger children while school was closed d) Mental health of learners, particularly dealing with challenge and setbacks e) Passivity of learners who can easily escape the teacher’s attention and not be confident to ask for help. f) PP children tend not to have the cultural capital given by a wide range of enrichment, trips and visits. g) PP children are less likely to read widely, regularly and successfully at home. h) Parents are less likely to register us “Pupil Premium” in years R-2 due to the automatic entitlement to free school meals 			

5. Summary of our pupil premium strategy	Notes on achievement of aims
<p>Aims in Year 1 (2017/18):</p> <ol style="list-style-type: none"> 1. Provide whole-school strategies to improve inclusive, rigorous teaching for all 2. Ensure that PP children engage in a full range of trips and visits. 3. Provide a range of mental health support for specific children 4. Develop confidence and resilience of pupils, particularly in maths. 5. Develop staff understanding of issues faced by PP children. 6. Introduce intervention model that can target PP children without narrowing curriculum 	<p>Aims achieved.</p> <p>The mental health provision offer had a significant impact and we know through tracking that all PP children attended all trips and visits throughout the year. Feedback from internal and external PP reviews gave an increased understanding among the staff. In year 6, PP children out-performed non-PP in the combined Key Stage 2 measure.</p>
<p>Aims in Year 2 (2018/19):</p> <ol style="list-style-type: none"> 1. Target support at an identified cohort in year 6. 2. Continue to provide full trips and visits and expand enrichment offer. 3. Expand and refine mental health support for children. 4. Increase effectiveness of identification and “sign-up” of PP children. 5. Increase engagement and participation of PP children in lessons. 6. Refine and improve enrichment offer without narrowing curriculum for PP children. 7. Refine effectiveness of intervention model for PP children. 8. Increase attendance for PP children. 	<p>Aims achieved.</p> <p>The system of interventions and identification of PP children on teacher lanyards made a significant improvement to how teachers could best target high-quality provision to PP children. The mental health intervention offer was revised, enabling us to do more of the strategies that worked. A raft of support was in place for the year 6 cohort and outcomes were positive: the PP gap was -6% compared to a targeted gap of -15%. A new enrichment model provided greater opportunities for cultural capital for Pupil Premium children. Pupil Premium attendance was in line with Non-PP attendance (0.2% lower).</p>
<p>Aims in Year 3 (2019/20):</p> <ol style="list-style-type: none"> 1. Increase achievement of under-achieving PP cohort in year 4. 2. Increase range, and take-up, of enrichment available for PP children, both during and after/before school 3. Continue to provide mental health and therapeutic support for PP children 4. Revise and embed systems for identification and “sign-up” of PP children 5. Further refine targeting and provision for pupils by teachers as part of the intervention model. 6. Ensure that all children are reading widely and effectively both in and out of school. 7. Re-launch Pupil Premium reviews with a renewed focus on pupil books, curriculum entitlement and knowledge gained by children. 8. Ensure that Pupil Premium children attend well and are not “persistently absent” 	<p>Aims achieved</p> <p><i>*note: no assessment data is available due to the restrictions due to the COVID-19 pandemic</i></p> <p>The specific cohort in year 4 achieved well although the cross-over with SEN and the arrival of 3 new PP children under ARE has impacted on the data. Data shows that this cohort is still behind in writing and will be targeted in the year ahead. Enrichments were a success, with all children taking part in a variety of enrichments and improvements made with targeting PP children for trips and visits with financial support. Therapeutic support had a big impact on child well-being and enjoyment of school and the scheme of identification through rigorous pupil progress meetings and the use of lanyards, alongside a teacher-led intervention model, secured good progress for pupil premium children. Attendance was a</p>

	<p>success, with PP children having better attendance and persistent absence than non-PP children before the pandemic took effect.</p> <p>As the school closed for COVID-19, disadvantaged children were at the heart of our work, with robust provision maps, tracking of engagement and an approach to home learning that targeted the disadvantaged by relying on pencil-and-paper work that was delivered by post or by hand and close, bespoke support from class teachers and senior leaders.</p>
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<p>Aims: (2020/21)</p> <ol style="list-style-type: none"> 1. Increase achievement of Pupil Premium children at the end of Key Stage 2, given the effects of school closure 2. Target Pupil Premium children for key performance measures, including year 2 and 1 phonics screening checks, Key Stage 1 SATS and year 4 multiplication check. 3. Increase range, and take-up, of enrichment available for PP children, both during and after/before school 4. Continue to provide mental health and therapeutic support for PP children 5. Further refine targeting and provision for pupils by teachers as part of the provision mapping and intervention model. 6. Ensure that all children are reading widely and effectively both in and out of school. 7. Ensure that Pupil Premium children attend well and are not “persistently absent” 8. Increase the quality of outdoor provision for the high proportion of children in year 1 without a garden 	<p>Review September 2021</p>
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6. Planned expenditure: this academic year

How well do our plans reflect the tiered approach in the EEF’s [Pupil Premium Guide](#)?

i. High quality teaching for all

Action and intended outcome	Rationale for this choice	Review date
<p>Ensure that an effective teacher is teaching every class through a rigorous coaching model and training programme.</p>	<p>High quality teaching for all is the best driver of PP achievement.</p> <p>£5400</p>	<p>July 2021</p>

<p>Ensure that high standards of teaching for all through co-planning model.</p>	<p>All teachers need an experienced leader to maintain oversight of the quality of planning</p> <p>£2000</p>	<p>July 2021</p>
<p>Ensure that all children have access to a teaching assistant</p>	<p>Teaching assistants can provide on-the-spot help to children, in and out of the classroom and can target disadvantaged children, as well as provide pastoral support in and out of the class.</p> <p>£64 800</p>	<p>July 2021</p>
<p>Set up an intervention model that is flexible, varied and led by the child's class teacher.</p>	<p>Interventions are most effective when led by the class teacher, reinforcing class teaching and not being carried out while the child misses out on a broad curriculum</p> <p>£2500</p>	<p>July 2021</p>
<p>Set up enrichment model for all children</p>	<p>Weekly enrichment sessions that follow a varied programme provide all children with cultural capital through engaging with a wide variety of new activities.</p> <p>£3000</p>	<p>July 2021</p>
<p>Target and support PP children for after-school enrichment and peripatetic music lessons</p>	<p>We want to ensure that PP families do not miss out on enrichment because they think they can't afford it.</p> <p>£500</p>	<p>July 2021</p>
<p>Ensure that Pupil Premium children attend well at school and are not persistently absent through support from EWO.</p>	<p>Although PP attendance was successful last year, a gap has emerged in attendance in Autumn 2020 which we want to close.</p> <p>£1000</p>	<p>July 2021</p>

Purchase a wide range of literature and re-purpose existing book sets for use as high-quality home-readers for all children.	Reading underpins acquisition of language, vocabulary and cultural capital. £1000	July 2021
Allocate additional timetable time to personal development through allocation of a twice-weekly "Civitas Session".	To enable all of our learners to achieve our mission, additional curriculum time is to be allocated to personal development that will focus on specific needs of specific cohorts. £1500	July 2021
Implementation of "Jigsaw" – a new PSHCE programme.	The school needed an up-to-date and fit-for purpose PSHCE programme. Following evaluation of many, Jigsaw was chosen for it's breadth and mindfulness approach. £300	July 2021
Total Cost		£81 000

ii. Targeted support		
Action and intended outcome	Rationale for this choice	Review date
Lanyards, Meetings	Identify and discuss all PP children at every target-setting and pupil progress meeting. Add their names to lanyards to be worn at all times by all teaching staff to enable targeting, questioning and feedback in class. £1500	July 2021
Set up specific teaching model in year 6	Experienced teachers and senior leaders to teach all children in year 6 has been proven to secure best outcomes and readiness for secondary education. £1000	July 2021
Additional SEN support for specific children in year 5	Use of Educational Psychologist time to enable better diagnosis and provision for two PP children in year 5 £1500	July 2021
Parent Mental Health Sessions	A series of parent workshops addressing specific needs will take place throughout the spring term. £1000	July 2021
Mental Health Reading area	To provide a safe space for children and adults to read relevant and supportive books that can help deal with difficult situations or mental health needs. £800	July 2021
ELSA training for TA	The learning mentor will undertake additional ELSA training to provide mental health support for children. £1000	July 2021

iii. Wider approaches – readiness to learn		
Action and intended outcome	Rationale for this choice	Review date
Support and track PP children's attendance on trips and visits.	Time should be allocated to regular tracking of all trips and visits to ensure that PP children are going and can be contacted and supported if not. £1000	July 2021
Provide mental health and therapeutic support	Therapist support aimed at all children but with a higher proportion of Pupil Premium children targeted £3000	July 2021
Digital Devices	Devices have been allocated to support disadvantaged children in years 5 and 6 in the event of partial school closure to ensure they do not miss out on valuable learning opportunities £6000	July 2021
		Total cost £10 000
		Total cost £5300

7. Review of expenditure: previous academic year

Pupil Premium Allocation	£
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i. High quality teaching for all

Action	Estimated impact	Continue or change approach? Why?
System of monitoring PP achievement in all lessons through target-setting, regular progress meetings and use of lanyards to support intentional monitoring	High. Excellent outcomes seen for PP children in all year groups. Year 4 has a higher PP gap but a high crossover with SEN children.	Continue. A relatively low-input and high impact strategy.
All children to have access to a teaching assistant.	High. Teaching assistants have been able to support the intervention programme by leading spellings, play a pivotal role in phonics, support home reading, deliver intervention and be available to help in class.	Continue. Teaching assistants have had a good impact on the achievement and well-being of disadvantaged children.
Next-day intervention model	High. High overall attainment in the school and a closing of PP gaps.	Continue. A successful model. Next year, increase training and support for Get Spellings sessions.

ii. Targeted support

Action	Estimated impact	Continue or change approach? Why?
Interventions eg Number Box	Medium. Programme not always consistent and not always transferred to long term memory.	Remove. Focus on interventions that have high impact and support children in class.
Attendance support.	High. 0.2% difference between PP and non-PP attendance.	Continue but with increased focus on PP persistent absence.
Support for year 6 cohort.	High. Excellent outcomes.	Continue.

iii. Wider approaches - readiness to learn

Action	Estimated impact	Continue or change approach? Why?
Track PP take-up of trips and visits	High. All PP children attended all trips.	Continue. Expand enrichment offer to be more varied and target after-school clubs on PP children.
Mental health support	High. Children, especially in year 6, who struggled with resilience made very good progress, as did others around the school.	Continue.

8. Review of expenditure: previous academic year		
Pupil Premium Allocation	£59 400	
i. High quality teaching for all		
Action	Estimated impact	Continue or change approach? Why?
Ensure that an effective teacher is teaching every class through a rigorous coaching model and training programme	High. The quality of teaching across the school was consistently strong until the point that the school was forced to close. Induction for new staff was accelerated and as a result, all children were taught effectively.	Continue. This is a well-embedded approach at Ark Academy and one that benefits all students.
Ensure that high standards of teaching for all through co-planning model.	Medium Co-planning was effective at supporting the quality of lessons around the school but at times lacked consistency and clarity of what aspects were targeted and what the impact was.	Continue The impact was high but the school should address the quality and consistency of the model as an AIP objective in 2020-21
Ensure that all children have access to a teaching assistant	High Teaching assistants at Ark Academy have had a significant impact into the well-being and academic attainment of children at Ark Academy. Many are skilful teachers of phonics or mental health intervention. All lead the classes in order to enable teachers to lead interventions.	Continue.
Set up an intervention model that is flexible, varied and led by the child's class teacher.	High. The school has been effective in closing PP gaps at KS2 as a result of a flexible, targeted intervention model led by teachers who are knowledgeable about their children and the curriculum.	Continue. After the school closure, the model has been refined to be less flexible on a day-to-day basis but highly targeted at specific learners with specific gaps in knowledge to address.

<p>Target and support PP children for after-school enrichment</p>	<p>Medium Throughout the year up until the closure, we were able to target PP children for additional enrichment and trips. A change in staffing reduced the rigour and ability to gain accurate oversight of this process.</p>	<p>Continue. The rigour of tracking PP children at enrichments, clubs and trips could be increased to allow for better oversight.</p>
<p>Ensure that Pupil Premium children attend well at school and are not persistently absent through support from EWO.</p>	<p>High. As of January 2020, PP vs Non-PP attendance: PP: 96.8% with 7.2% persistent absence Non-PP: 96.2% with 8.2% persistent absence. Attendance of PP was better than non-PP</p>	<p>Continue</p>
<p>Purchase a wide range of literature and re-purpose existing book sets for use as high-quality home-readers for all children</p>	<p>Medium This was an effective use of resources but the school has a high need for new texts and additional resources were acquired through fundraising.</p>	<p>Continue Increase new texts bought via internal funding and fundraising for 2020-21</p>
<p>Allocate additional timetable time to personal development through allocation of a twice-weekly "Civitas Session".</p>	<p>Medium This had good impact on children and gave classes an opportunity to discuss issues and direct more teaching input to all aspects of PSHCE. The Civitas sessions were a new initiative and needed greater direction and oversight from middle and senior leadership.</p>	<p>Continue. With the allocation of a new middle leader the programme has been improved and is having greater effect in class.</p>

Implementation of Jigsaw, a new PSHCE programme	High The new PSHCE programme brought quality and rigour to PSHCE and provided a curriculum that placed mindfulness and mental health at the forefront.	Continue.
ii. Targeted support		
Action	Estimated impact	Continue or change approach? Why?
Lanyards and Pupil Progress Meetings	High Pupil Progress meetings always fully discuss every PP child and ensures that the teacher has given consideration to their provision. Lanyards are an excellent way of getting all teachers to understand who PP children are and target them in class.	Continue.
Intervention model for year 4 children – 1 term of literacy intervention	High. Good progress seen from targeted group.	Change approach. After a long period of school closure, the academic and emotional needs of all children must be reviewed as opposed to continuing the same group. There have also been new PP children into the year group. Interventions will continue for these children but in a different form.
Additional focus on multiplication tables in year 4	Not known. The times table assessment was not taken in year 4.	Change approach All children will continue to be prepared for the multiplication check although this will initially be targeted at all children, not just year 4.

High quality phonics support, including catch-up in year 3 and 4.	High. Fresh Start was a very successful intervention.	Change Approach Due to limitations on staff “breaking bubbles” and a higher phonics need in year 3 and 4, the school has not yet recommenced Fresh Start and will review in Spring 2021. Children are in an alternative intervention.
Set up specific teaching model in year 6	Set up specific teaching model in year 6	Set up specific teaching model in year 6
Set up system of termly Pupil Premium Reviews	Low Pupil Premium reviews have been costly to implement in terms of time, especially every year. Now that PP children are effectively targeted, we have robust data analysis and we better understand who these children are and the barriers they face, we require fewer formal reviews	Change approach Include PP children specifically in monitoring, eg of pupil books, pupil conferencing. Consider an annual PP review if COVID-19 restrictions make this feasible.
iii. Wider approaches – readiness to learn		
Action	Estimated impact	Continue or change approach? Why?
Support and track PP children’s attendance on trips and visits.	Medium PP children were supported to attend trips and visits and regularly flagged up by the teacher. This system needed to be more robust and systematic.	Change approach Ensure that office staff line management maintains regular review of enrichments (including trips) attended by PP children.

<p>Provide mental health and therapeutic support</p>	<p>High The support provided by the therapist as well as the other initiatives, particularly the Well-Being Project, had a significant and sustained impact.</p>	<p>Continue</p>
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Appendix A – costing guide

- SLT - £30
- Teacher - £20
- TA - £12.50
- 18% has been used for many costings as we have approximately 10% of Pupil Premium pupils in the entire cohort.

Therapy costs:

ELSA £800

Therapist £2500 per term = £6125

Mental health parent support £1000