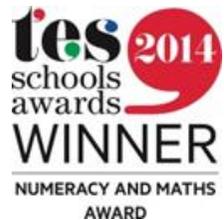




Ark Atwood Primary Academy

Pupil Premium 2016/17

Policy, Allocation, Spend & Impact



Ark



Background

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Principles

- At Ark Atwood Primary Academy, all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Aims

- Our Academy will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The Academy will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

Practice

How we will ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the budget.
- The Principal, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- The Academy will assess what additional provision should be made for the individual pupils.
- The Academy will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.

- The Principal will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. specialist software.
- Additional teaching and learning opportunities provided through additional teachers, trained TAs or external agencies.

Reporting outcomes

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Pupil Premium 2016/17: Allocation, Spend and Impact



Pupil numbers used to calculate the Pupil Premium Grant (PPG)

Where a new school is not fully established, and at the start of the autumn term 2016, the school has been open for fewer years than the number of year groups in the school, then the school's allocation will be revised in March 2017. The revised allocation will apply the rates set out in section 2 to the increase in eligible pupils between the January 2016 school census and the October 2016 school census. The increase will be prorated by 7/12ths to reflect that the additional year groups have been in place for 7 months of the financial year.

Allocation	2016/17 Expected Funding		
Based on the January 2016 School Census			
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	88	@£1,320	=£116,160
Looked-after children (LAC)	1	@£1,900	=£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@£1,900	
Service Children	0	@£300	
Total			=£118,060
Increase in eligible pupils based on the October 2016 School Census			
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	10*	@£1,320 x 7/12	£7,700
Looked-after children (LAC)	0	@£1,900 x 7/12	
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	@£1,900	
Service Children	0	@£300	
Total	10*		£7,700
Grand Total			£125,760**

* Estimate

** Forecast from DfE is £129,940 – update to be provided on final funding as year progresses

How are we spending the Pupil Premium?

The academy draws on research evidence (such as the Sutton Trust toolkit – <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

Plan/Spend

PRIORITY 1: Attainment and Progress						
Objective	Why?	Action	Cost	Research Link	AIP Link	Impact/Review
To ensure 100% of pupils pass the Year 1 Phonics Check	98% of children passed in 2016. Aiming for 95-100% and a higher average pass rate ensuring future reading success for pupils	1:1 additional phonics tuition in Years R-2	£3,000	EEF Toolkit: Phonics Moderate impact, low cost	1.5	97% of pupils passed the phonics check. One pupil with EHCP did not pass (also PP but not passing due to SEN) One other pupil did not pass (non PP)
To ensure that at least 90% of pupils leave Year R achieving a Good Level of Development	Pupils attainment on entry is typically below national expectations, particularly in language development	Intervention TA in post for Early Years Foundation Stage to ensure that early intervention is in place for pupils that require catch-up All pupils that meet the threshold for Early Talk Boost and Talk Boost receive the intervention programme	£22,000	EEF Toolkit: Early Years Intervention (High impact, high cost); Oral Language Interventions (High impact, low cost)	1.3, 3.5	92% of pupils achieved GLD. 100% of PP pupils achieved GLD
To provide support for teachers to raise attainment for Pupil Premium Children including the more able that are eligible for Pupil Premium	Lower performers need additional support to attain this accelerated progress in order to close the gap – quality first teaching	ILT and phase leads non-coaching and weekly co-planning (includes planning for all groups of pupils Inc. Pupil Premium)	£50,000 for Non-Class based KS2 Phase Lead and Release time for EYFS & KS1 Phase Leads	Leverage Leadership Programme	1.1, 1.4, 3.2, 3.3, 3.5	100% of teaching at Beginning proficiency +

<p>Quality first teaching with 100% being at least 'Beginning Proficiency +' by the end of academic year 16/17</p> <p>Focus on KS2 Pupils in Years 3 & 4 where attainment and progress is slower</p>	<p>Traditionally the focus has been on raising the performance of the lowest attaining Pupil Premium Children. In 16/17 the focus will be on ensuring the most able are also making accelerated progress</p> <p>Subject specialist teaching in KS2 from September 2016 (Year 5) and January 2017 (Years 3 & 4)</p>					
<p>To ensure the % of Pupil Premium Children meeting age related expectations matches or is improving towards that of other pupils in the school</p>	<p>Targeted progress is higher than national average. Lower performers need additional support to attain this accelerated progress in order to close the gap</p>	<p>Intervention programmes from Wave 1 and 2 targeted intervention charts</p> <p>TAs employed to lead targeted interventions for proportion of timetable</p> <p>2x Intervention TAs in post for KSI/2</p>	<p>£44,000</p>	<p>EEF Toolkit: One to One Tuition (High impact, high cost)</p>	<p>1.1, 1.3, 1.4, 3.2, 3.5</p>	<p>Only noticeable gaps at end of academic year in Years 5 and 3 which will be included as a target area on 2017/18 plan.</p> <p>In Year 2 PP children outperform non-PP children by +19% and in Year 4 only a gap of -7% which takes into account other factors such as SEN</p>

PRIORITY 2: Equality of Access

Objective	Why?	Action	Cost	Research Link	AIP Link	Impact/Review
To enable equal access for all pupils to school trips and residential visits	All children are able to have the opportunity to experience the wide range of trips the school offers	School trips are subsidised 50-100% dependent on need Residential visits 50% subsidy	£10,000	EEF Toolkit: Sports participation (moderate impact, moderate cost); Social and emotional learning (moderate impact, moderate cost); Outdoor adventure learning (moderate impact, moderate cost)	1.2, 3.1, 3.4, 4.1	All pupils have the opportunity to attend visits regardless of finance
Launch UKS2 Primary Pathways to raise aspiration in terms of university & careers success as well as equip pupils to be secondary ready	Disadvantaged pupils have lower expectations of life after school and less well equipped socially to be successful at secondary school – equality of opportunity	UKS2 Primary Pathways launched	£5,000	EEF Toolkit: Sports participation (moderate impact, moderate cost); Social and emotional learning (moderate impact, moderate cost); Outdoor adventure learning (moderate impact, moderate cost)	4.1	Primary Pathways launched successfully in 16-17. Will be reviewed as part of wider Ark offer
To enable equal access to all after school clubs and P3 Playcentre (Inc. Holidays Playcentre for targeted children)	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers & Holiday Playcentre	Targeted After School and Holiday Playcentre for key children to ensure that afternoons and holiday periods are fulfilling and purposeful 50-100% subsidy dependent on need	£2000	EEF Toolkit: Sports participation (moderate impact, moderate cost); Social and emotional learning (moderate impact, moderate cost); summer schools (moderate impact, moderate cost)		In place - continuous
To ensure all children have a healthy breakfast	A healthy breakfast evidently had a big impact on learning and concentration	Free breakfast club provided for any pupils that require it	£500	EEF Toolkit: Extended school time (low impact, moderate cost)	3.1	In place - continuous
To enable equal access	All children are able	All children have the	£5000	EEF Toolkit: Arts	1.2, 5.2	In place - continuous

to music tuition	to learn a musical instrument	opportunity to learn an instrument (KS2) and to participate in network music events and concerts		participation (low impact, low cost)		
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PRIORITY 3: Wellbeing and Attendance						
Objective	Why?	Action	Cost	Research Link	AIP Link	Impact/Review
Introduce 'Happiness' and 'Mindfulness' curricular programmes to develop greater self-awareness and well-being	Key emotional and social skills that need to be developed by pupils to ensure continuing educational success	Happiness & Mindfulness curriculum introduced Behavioural and emotional interventions for targeted pupils to improve learning behaviours and therefore attainment	£3500	EEF Toolkit: Behaviour interventions (moderate impact, moderate cost); Mentoring (Low impact, moderate cost); Small group tuition (moderate impact, moderate cost); Social and emotional learning (moderate impact, moderate cost)	4.2	Launched as part of PSHE curriculum and throughout the school week. Behavioural and emotional interventions generating positive outcomes as evidenced by social stars.
Ensure that attendance for all pupils is at or above 96% and punctuality is <1% late	Sharpen up routines at the beginning of the day to ensure maximum time for learning	Walking Bus from January 2017 Focus on developing purposeful early morning work All SLT actively involved in getting pupils into school promptly with early gate closure Revised attendance policy for September 2016 with new procedures for punctuality	£1000			Attendance below target at 94%. Will continue as a key action for 17/18. One walking bus in place which eradicated lateness for key group of children. Additional walking bus routes to be implemented in 17/18

Total planned spend for 2015/16: £139,700