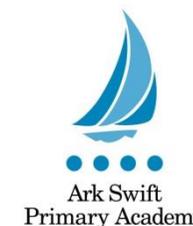


ARK Swift Primary Academy: Pupil Premium: Closing the attainment gap



Aims:

This document aims to outline how pupil premium funding is used at ARK Swift Primary Academy to raise achievement amongst disadvantaged children. We will use the additional funding to ensure that our most disadvantaged pupils benefit from the same educational opportunities as pupils from wealthier families.

The DFE states that “Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.”

At ARK Swift Primary Academy we will:

- Make decisions about the spending of Pupil Premium funding based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for disadvantaged pupils
- Track the attainment and progress of disadvantaged pupils as a group and ensure this is in line with the progress and attainment of the whole class
- Measure the success of intervention programmes through impact analysis

The challenge to establish a clear link between educational expenditure and pupils’ learning is harder than you would think. It may seem obvious that more money offers the possibilities for a better or higher quality educational experience, but the evidence suggests that it is not simply a question of spending more to get better results. (Sutton Trust 2012)

To ensure transparency over how we are spending the Pupil Premium funding, we will produce an annual report for parents and families explaining how funds are being spent and why we have made the decisions we have. This will be shared on our school website.

Numbers of Pupils receiving Premium funding	Total predicted Pupil Premium spending for 2015/16	Total actual Pupil Premium spending for 2015/16
43% of school	£201,060	£201,060

Review of Pupil Premium funding: Attainment and Progress 2015 - 16

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To ensure all children pass the Phonics screening in Year 1 by funding 1:1 support for those who need it	Research shows that early phonics development is an essential foundation for learning in school.	Continue to implement Read Write Inc. phonics programme - Training for teachers and teaching assistants to deliver phonics lessons; provision of 1:1 support where needed.	£13,500	Phonics (EEF- toolkit: Moderate impact for very low cost)	Minimum 70% pass rate in Year 1	Year 1 91% passed
To pay for year 6 Easter school	<p>2013 – 14 There are a number of pupils who require additional support to access KS2 maths</p> <p>2014-15 End of Year 6 outcomes showed this to be a key area for development</p>	Easter school to be actioned for Year 6	£1750	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of children on the programme make accelerated progress	<p>Easter school implemented for Year 6; disappointing attendance impacted on outcomes</p> <p><u>Year 6 outcomes</u> Children at ARE for RWM 37%</p>
To fund 2 teaching assistants to deliver the Talk Boost Language intervention in Year 1, 2, 3 and 4	Children at Ark Swift generally start at a lower language level baseline.	Talk Boost Language Programme – staff trained and deliver the programme to small groups.	£11,232	Oral language interventions (EFF- Moderate impact for low cost, based on extensive evidence)	Children to make expected progress (using the screening tool to assess)	Training completed and programme delivered for EYFS and Year 1; evidence of good impact
To fund a teaching assistant to deliver the Nuffield Language Programme in Nursery and Reception	Children at Ark Swift generally start at a lower language level baseline.	Year 1 Oral Literacy/Narrative programme (Nuffield) – staff trained and deliver the programme to small groups.	£7488	Oral language interventions (EFF- Moderate impact for low cost, based on extensive evidence)	Children to make expected progress (using the screening tool to assess)	Training completed; implementation of Talk Boost was prioritised
To provide support for teachers to raise attainment for Pupil Premium Pupils	<p>2013 – 14 There are a number of pupils who require additional support to access KS2 maths</p> <p>2014-15 End of Year 6 outcomes showed this to be a key area for development</p>	Teaching assistants and graduate teaching assistants to be assigned to support teachers who have children with the most need in their classrooms.	£54,360	Teaching assistants (EFF-Low impact for high cost, based on limited evidence)	Teachers to plan for teaching assistants to support children. This can involve pre-teaching, small group work and Wave 2 interventions.	Teaching assistants and Graduate teaching assistants deployed to classes where needed; reviewed throughout the year.

Review of Pupil Premium funding: Equality of Access 2015 - 16

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To find a range of after school clubs targeted at pupils from year 1 to year 6.	All children are able to enjoy the extra-curricular activities the school offers.	After school clubs to provide children with the opportunity to experience a wide variety of activities with peers.	£13,845	Social and emotional learning (EFF-Moderate impact for very low cost)	Over 15 pupils to attend after school club every night.	Wide variety of clubs offered; most clubs oversubscribed throughout year
To subsidise many school trips. Our school values life experiences and our staff know how much the children gain from visits to aid their learning.	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips - Coach hire for trips; every class receives subsidised coach places and subsidised entry to museums and attractions. Additionally many events within the academy are offered at a reduced rate.	£8,000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children have the opportunity to attend all school trips	Extensive programme of trips implemented and funding used to ensure most children have had the opportunity to attend
To provide free music tuition	All children are able to learn a musical instrument.	ARK Schools Music - All children have the opportunity to learn an instrument. They also have the opportunity to participate in the ARK Schools Music Gala.	£5,000	Arts participation (EEF-Low impact for low cost, based on moderate evidence)	All children to have weekly music lessons through ARK Schools music programme and to attend musical events.	All children have had weekly music lessons through ARK Schools music programme, having opportunities to take part in choir, play steel pans and learn Djembe and ukulele. Children took part in the Ark Music Gala.

Review of Pupil Premium funding: Wellbeing and attendance 2015 – 16

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To fund a Behaviour Manager and Family Welfare Officer with support from the Vice Principal to help improve the attendance of vulnerable pupils and support families	<p>To significantly improve attendance which is a concern for the school.</p> <p>To support children and families who have difficulties emotionally and socially in order to enable them to fully access the school curriculum.</p>	Behaviour Manager/Family Welfare Officer/ Vice Principal – to raise attendance rates; to deliver social and emotional support and to establish nurture groups for children with additional needs.	£78,225	<p>Social and emotional learning (EFF-Moderate impact for very low cost, based on extensive evidence)</p> <p>School attendance and absence document www.gov.uk (medium cost, high impact)</p>	<p>96+% attendance</p> <p>Nurture groups established for children who require social and emotional support.</p> <p>Reduced number of behaviour 'incidents' recorded for pupils attending nurture groups.</p>	<p>Attendance for the year was 94%</p> <p>Full programme implemented to encourage improved attendance; Behaviour Manager and Family Welfare Officer supporting children and families to encourage improved attendance; referrals made where appropriate.</p>
To ensure all children have a good start to the day by providing a 'Walking bus' and a free school breakfast	A healthy breakfast evidently has a big impact on learning and concentration	Free Breakfast club - free breakfast provided for any pupils/families that require it.	£2,960	After school programme (EEF Foundation – low impact for high cost)	Over 40 children to attend Breakfast club each morning with 50 as a target for register.	Breakfast Club oversubscribed with increasing numbers attending on all days; Walking Bus used by only a few families
To improve attendance rates by rewards for good attendance such as a weekly prize draw for 100% attendance, individual certificates for good attendance and class cup award for attendance.	<p>Attendance year 2012-2013 was 94.7%</p> <p>Attendance year 2014 – 15 was slightly below 95.5%</p>	Rewards for good attendance - Weekly prize draw for 100% attendance, individual certificates for good attendance, class cup award for attendance.	£1,000	School attendance and absence document www.gov.uk (high cost, high impact)	96+% attendance	Attendance for the year was 94%
To inform children of healthy living choices to improve personal health	All children have supplemental learning about healthy living.	Life bus – over the course of a week all classes get age appropriate learning about healthy lifestyle choices and self-care.	£1,200	Social and emotional learning (EFF-Moderate impact for very low cost, based on extensive evidence)	Children to develop understanding and have opportunity to ask and answer questions about healthy living.	Life Bus visit very popular with children
To ensure that all children have a clean and tidy uniform	Ensure that all children despite economic background come to school feeling that they belong in a clean and tidy school uniform.	Provide items of school uniform to those who need it most.	£2,500	Social and emotional learning (EFF-Moderate impact for very low cost, based on extensive evidence)	All children to be dressed appropriately for school	Many families supported with school uniform as appropriate