



Ark Swift
Primary Academy

PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

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Description	Tag
The Principal of the academy	Jason Marantz
The academic year	2016-17
Chair of Governors	Tina Alexandrou
The academy name	Ark Swift Primary Academy

POLICY INFORMATION

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016-2017	Nicola Keating	Jason Marantz	Francis Marx	Jason Marantz

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September 2016	Policy reviewed	Nicola Keating
		Jason Marantz

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1 INTRODUCTION

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

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

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

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

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 published online](#) is available from the Ark Central Team.

6 PUPIL PREMIUM REPORTING

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

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

- how much funding you received which is £9450 for the 2016-17 academic year
- 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

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

8 TEMPLATES

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.

Annex 1a: Pupil premium strategy statement: primary schools, completed example based on fictitious school

As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£70,000	Date of most recent PP Review	n/a
Total number of pupils	247	Number of pupils eligible for PP	63	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	Use levels until the alternative is established	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
•		
% achieving Level 4b or above in reading, writing and maths	71%	75%
% making at least 2 levels of progress in reading	87%	92%
% making at least 2 levels of progress in writing	91%	95%
% making at least 2 levels of progress in maths	85%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
• C.	Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
4. Desired outcomes	<div style="border: 1px solid black; padding: 5px; display: inline-block;">It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">Identify barriers that need to be addressed in-school, as well as external</div>
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.
C.	Behavioural issues of Year 6 pupils addressed.
D.	Increased attendance rates for pupils eligible for PP.
	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. 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). Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

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5. Planned expenditure		You may have more than one action/approach	Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit , the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium
Academic year	<ul style="list-style-type: none"> 2016/17 		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved oral language skills in Reception</p> <p>B. Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Lessons from training embedded in school feedback policy.</p>	Deputy Head	Jan 2017
<p>B. Improved progress for high attaining pupils</p>	<p>CPD on providing stretch for high attaining pupils.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	English lead	Jan 2017
Total budgeted cost					£15,000
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved oral language skills in reception B. Improved progress for high attaining pupils	121 and small group provision of Nuffield Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before	Pupil Premium Coordinator	Mar 2017
Total budgeted cost					£25,000
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017
C. Problem behaviour in Year 6 addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.	Year 6 teachers	Jun 2017
Total budgeted cost					£30,000

6. Review of expenditure		This is a review of the previous year, so the outcomes and success criteria will be different to		
Previous Academic Year		•	Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.	Lessons learned may be about impact or implementation.
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular	Staff sent on external 'growth mind-set' course	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. But Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 6 literacy results	One to one tuition delivered by qualified teacher using planned	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 13 pupils. £20,150.
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain progress for high ability pupils over summer.	Summer school programme for high ability PP pupils.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 21 pupils. £26,460.

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- Our full strategy document can be found online at: www.aschool.sch.uk

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