



Ark Swift Primary Academy

Pupil Premium

Policy, Allocation & Projected Spend

2020-2021

For the 2020-21 academic year, this document should be read in conjunction with the Coronavirus catch-up premium funding allocation: use and expected impact on attainment

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 Swift 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.

School	Ark Swift Primary Academy				
Academic Year	2020-21	PP Allocation	£135,622		
NOR	205	% Eligible PP	46% (94 pupils)	Date of next review	September 2021
2019-20 Performance					
<i>Due to COVID-19 there is no performance data for the 2020-21 academic year</i>					
What are the barriers to success we need to overcome?					
<p>A. Disadvantaged pupils generally start their education with a word count deficit.</p> <p>B. Pupils with disadvantage are more likely to have below average attendance.</p> <p>C. Pupils and families with disadvantage can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital.</p> <p>D. Pupils with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children.</p> <p>E. Pupils with multiple vulnerabilities (PP and SEND) have additional barriers to learning and require support to build their resilience/readiness for learning.</p> <p>In addition to the above, during school closure the attainment gap between PP and non-PP pupils widened and the full effect of lockdown on disadvantaged pupils' social and emotional wellbeing is still unknown.</p>					
Summary of our Pupil Premium Strategy					
<p>The school prioritises the funding to support all pupils in receipt of Pupil Premium funding who are either under-achieving or in danger of under-achieving and to raise aspirations.</p> <p>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 by:</p> <ul style="list-style-type: none"> • Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage. • Improving the quality of teaching and provision for all children to ensure best possible outcomes. • Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions. • Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups. • Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance. • Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities. 					

- Continuing support for children and families from specialist members of staff (Pastoral Support Team) and West London Zone to provide advice and support for parents with particular focus on improving attainment through improving attendance, widening experiences, developing self-esteem and behaviour for learning.

Planned expenditure 2020-21

The academy draws on research evidence (such as the [Sutton Trust Toolkit](#)) 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.

Evidence Base

In June 2019, the EEF published their guide to the [Pupil Premium](#) with the aim of helping schools maximise the benefits of this funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this – including improving the quality of teaching – will benefit other groups.
- Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

At Ark Swift, we also believe that knowledge acquisition and access to a broad, experiential curriculum are also vital in ensuing success.

High quality teaching for all

Actions and intended outcomes	Rationale for this choice	Cost
<p>To ensure ≥90% of pupils pass the Phonics Screening Check</p> <p>Provide ongoing phonics training, coaching and resources</p> <p>Reading is taught as a priority to pupils new to Ark Swift</p>	<p>Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2</p> <p>Early reading success is linked to reading for pleasure</p>	<p>£4,000</p>

1:1 targeted and small group intervention		
Daily release of reading lead for coaching of all phonics teachers (includes co-teachers)		
Provide high quality professional development opportunities through weekly co-planning and coaching.	EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.	£30,000
To continually improve the quality provision across the school and improve pupil outcomes		Teaching and Learning Lead co-planning & coaching on a weekly basis
Facilitation (cover) of weekly coaching programme for teachers and co-teachers		Weekly leadership release for English and Maths Leads; half-termly leadership release for non-core subject leads
2x experienced teachers trained on 'mentoring for impact' Ark programme		
Total cost		£34,000
Targeted academic support		
Actions and intended outcomes	Rationale for this choice	Cost
To ensure the gap between PP and non-PP is closing:	EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy	Lead EYFS Educator: £22,000
Lead EYFS Educator in post across the EYFS department to ensure that pupils completing EYFS achieve a GLD at least in line with national average	Success in the key areas provides a vital foundation for transition to Year 1	Learning Support Assistant: £22,000
Learning Support Assistant to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and learning and occupational therapy	PP meetings at key assessment points focus on the graduated response approach and inform subsequent interventions	Graduate Co-Teacher: £22,000
Additional Graduate Co-Teacher appointed for Year 6		
Provide targeted support and personalised provision for SEND pupils who are also PP.	There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support.	£12,000

To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.	Where pupils have more than one vulnerability (SEND and PP) the gap between the cost of one-to-one support and SEND funding is allocated to these pupils. Research shows that personalised provision best meets pupils' needs.	3 pupils x £4,000/child
Provide support for pupils through teacher-led booster sessions in core subjects. To increase the % of PP pupils meeting age-related expectations.	The EEF recommends that targeted support for struggling pupils is a key component of an effective Pupil Premium strategy. Teacher led interventions can have greater impact because the planning and assessment for learning opportunities are responded to immediately.	£5,000
Total cost		£81,000

Wider strategies

Actions and intended outcomes	Rationale for this choice	Cost
To ensure all children have access to a healthy breakfast and an opportunity to start their day in a positive environment To provide a positive start to the day by running a funded Breakfast club Families have the opportunity to opt for breakfast club so that their children are on time for school and eat a healthy breakfast	A healthy breakfast has a clear link to concentration and learning Reduced lateness Improved behaviour for learning particularly in the mornings as a result of a positive start to the day	£3,000
Ensure that attendance for all pupils is at or above 96% Pastoral Support Team manage attendance and punctuality along with designated member of office team Positive recognition for good attendance	Arriving to school on time and attending every day are crucial to success and meeting, as a minimum, age related expectations	1x hour per day Pastoral Support Worker to fulfil role of Attendance Officer £5,000
Provide enrichment opportunities to supplement the curriculum in lieu of trips including virtual visits, talks, subscriptions, etc. To ensure all pupils have a wide variety of rich	All pupils, especially disadvantaged pupils, benefit from the opportunity to experience a wide variety of experiences.	£4,500

experiences.		
<p>Improve standards of behaviour to improve standards of progress and attainment</p> <p>To increase self-confidence and well-being of identified pupils</p> <p>To part-fund the Pastoral Support Team to support children and families with developing attendance, behaviour and self-esteem</p> <p>Pastoral Support Team support all aspects of pupil behaviour and welfare with individual meetings, one to one and group support, meetings with parents and outside agencies</p>	<p>Continue to improve consistency and share best practice.</p> <p>Pupils are more independent in the choices that they make regarding their behaviour</p> <p>Parents understand the way their child's behaviour is supported in school and home/school links are strengthened.</p> <p>Behaviour policy is embedded.</p> <p>Reduction in FTE & behaviour incidents as evidenced by behaviour logs/tracking</p>	£10,000
Total cost		£22,500
Overall cost		£137,500