



Ark Castledown
Primary Academy

PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

Ark

Four solid blue dots are positioned horizontally below the word 'Ark'.

Description	Tag
The Principal of the academy	Lorraine Clarke
The academic year	2017/18
Chair of Governors	Micky Sandell
The academy name	Ark Castledown 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
2017/18	Lorraine Clarke	Charlotte Phillip		Micky Sandell
[ACADEMICYEAR]				[GOVERNOR]

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September	Policy reviewed	Lorraine Clarke

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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)

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.

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.

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

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.

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.

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
- 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.

Pupil Premium Strategy Statement: Ark Castledown Primary Academy

1. Summary information					
School	Ark Castledown Primary Strategy				
Academic Year	2017/18	Total PP budget	£306,805	Date of most recent PP Review	Oct 2017
Total number of pupils	420	Number of pupils eligible for PP	148	Date for next internal review of this strategy	Feb 2017

2. Attainment 2016/17			
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	27%	21.1%	41.2%
progress in reading	-2.6	-3.3	-0.9
progress in writing	-3.9	-4.0	-3.8
progress in maths	-4.7	-5.2	-3.5

3. Barriers to future attainment (for pupils eligible for PP)	
Pupils in receipt of PP who also have significant special educational needs	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
1.	Legacy of inadequate Teaching and Learning resulting in gaps in prior learning for most pupils
2.	Legacy of poor learning skills for pupils (i.e. lack of organisation, commitment and resilience)
3.	Inadequate Teaching and Learning – teachers and support staff (October 2017 – 0% Good teaching)
4.	Some vulnerable pupils presenting with social, emotional and mental health issues, leading them at times to exhibit extremely challenging behaviour
External barriers (issues which also require action outside school, such as low attendance rates)	
5.	Lack of consistent attendance and punctuality across PP and non-PP groups Attendance rates for pupils eligible for PP are 94.5% (non-PP pupils 95.2%) – below the academy target of 96% Persistent absence of PP pupils is 19.4%, with non-PP totalling 20.4%

6.	Low pupil and parent aspirations about what can be achieved and how to be successful, including limited access to positive role models – worklessness and reliance on agencies
7.	Lack of parental engagement with school and perceptions about education. Lack of parental priority placed upon learning and achievement.
8.	Lack of support with learning at home i.e. home reading, homework, spellings and providing the correct equipment (PE kit)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved quality of teaching, learning & assessment for PP pupils	Pupils eligible for PP identified make as much progress as 'other' pupils in all year groups in reading, writing & maths. Measured by pupil outcomes in EYFS, Y1 phonics, end of KS1 and end of KS2. Measured by progress in Y3, Y4 and Y5.
B.	Effective interventions for PP pupils in reading, writing and maths	Gaps identified through accurate assessment, pupils targeted and effective interventions taking place resulting gaps closing PP pupils making or exceeding outcomes and progress of their non-disadvantaged peers across the relevant Key Stage. Measured by pupil outcomes in EYFS, Y1 phonics, end of KS1 and end of KS2. Measured by progress in Y3, Y4 and Y5.
C.	Improved attendance for pupils eligible for PP	Disadvantaged pupils' attendance (currently) to meet or exceed academy expectations for all pupils (currently 96%)
D.	Improved social, emotional and behavioural development of all PP pupils using the THRIVE approach to deliver and measure impact Enhanced pupil social, emotional and behavioural development.	Pupils feel safe and ready to learn at the academy. Pupils demonstrate positive attitudes to learning. Reduced levels of behavioural incidents and exclusions.
E.	Improved oral language skills for pupils eligible for PP across the Academy	Targeted pupils make at least expected progress. Early intervention to support PP pupils with S&L difficulties ensures that pupils can access the curriculum with increased levels of independence.
F.	Improved pastoral provision	Improved Parental engagement. High quality relationships have been formed with parents, families and the community, ensuring that these stakeholders are well-equipped to support their child's learning.

5. Planned expenditure						
Academic year	2017/18					
i. Quality of teaching for all						
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?	Cost
Improve the teaching of Reading for pupils eligible for PP in EYFS, KSI and Y6	Subscribe to the RWI phonics programme of study and purchase associated training package and resources-	Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in reading. This is leading to lower attainment for this group of pupils compared to other pupils in school.	Course selected using evidence of effectiveness.	RWI Lead Teacher	Feb 2018	£24,000
	All staff to undertake Read to Succeed training		Use INSET/Twilights and masterclasses to deliver training, peer observation and support.			£15,000
	All staff to undertake RWI training	We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of RWI programme.	ILT coaching to accelerate improvements in the teaching of reading			£1,500
	Identify and train a new RWI Lead		RWI tracking grids to monitor impact			£9,276
	Regional RWI lead to monitor classes 3 X per week					
	Weekly RWI masterclasses to be held for staff PD led by the Regional Lead					
	Expose pupils to quality texts in all year groups					
Develop a love of reading in all pupils – ensure adequate book back books are available to pupils						
Employ additional RWI TA to deliver 1:1 and small group daily interventions						

<p>Improve the teaching of maths for pupils eligible for PP in EYFS, Y2 and Y6</p>	<p>Purchase quality programmes of study for maths.</p> <p>All EYFS, KSI and new staff (to those year groups) to undertake maths mastery training</p> <p>All Y2 and KS2 teachers to undertake Pearsons' Abacus Maths training</p> <p>MML & Maths Lead to monitor classes weekly</p>	<p>Pupils eligible for PP are making less progress than other pupils across the school in maths. This is leading to lower attainment for this group of pupils compared to other pupils in school.</p> <p>We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high-quality delivery of Maths Mastery programme (EYFS/Y1) and Abacus Maths (Y2/KS2).</p>	<p>Course selected using evidence of effectiveness</p> <p>Use INSET/Twilights and masterclasses to deliver training</p> <p>Peer observation and support, ILT coaching to embed learning</p> <p>CCR! & KPI tracking grids to monitor impact</p> <p>Targeted support from Ark Network Maths Lead</p>	<p>MML</p> <p>Maths Lead</p>	<p>Feb 2018</p>	<p>£1400</p> <p>£1612</p> <p>£1600</p>
<p>Improve the teaching of writing for pupils eligible for PP in Y2 and Y6</p>	<p>Employ Regional Lead Teacher to work with target year groups</p> <p>Co-planning</p> <p>ILT</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. Sutton Trust, suggest that tailored PD to raise the quality of QFT is the most effective way to raise attainment rather than relying solely on an intervention approach. This is an approach that we are committed to embedding across the academy.</p>	<p>Weekly monitoring of the quality of teaching, learning & assessment over time.</p>	<p>DHT</p> <p>English Regional Lead</p>	<p>Feb 2018</p>	<p>£15,000</p>

<p>Improve the quality of teaching in EYFS</p>	<p>Employ Regional Lead Teacher to support and train practitioners with planning, teaching, assessment and developing enabling environments.</p> <p>Co-planning support</p> <p>ILT coaching for targeted teachers</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. Sutton Trust, suggest that tailored PD to raise the quality of QFT is the most effective way to raise attainment rather than relying solely on an intervention approach.</p> <p>This is an approach that we are committed to embedding across the academy.</p>	<p>Weekly monitoring of the quality of teaching, learning & assessment over time.</p>	<p>EYFS Phase Lead</p> <p>DHT</p>	<p>Feb 2018</p>	<p>£15,000</p>
Total budgeted cost						<p>£84,388</p>

ii.		iii. 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?	Cost
Improve the intervention for writing across KSI and KS2	Daily small group sessions for writing for targeted pupils with trained support staff or experienced teacher, in addition to standard lessons.	We want to provide extra support to accelerate progress and raise 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.	<p>Extra teaching time and preparation time paid for out of PP budget</p> <p>Impact overseen by Writing Lead</p> <p>Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	Writing Lead	Feb 2018	£22,868
Improve the intervention for maths across KSI and KS2	Daily small group sessions in maths for targeted pupils with trained support staff or experienced teacher, in addition to standard lessons.	We want to provide extra support to accelerate progress and raise 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.	<p>Extra teaching time and preparation time paid for out of PP budget</p> <p>Impact overseen by maths mastery and Maths lead.</p> <p>Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	MMSL Maths Lead Y2-Y6	Feb 2017	£22,868

<p>Improve the intervention for reading across KS1 and KS2</p>	<p>Daily small group sessions in reading for targeted pupils with trained support staff or experienced teacher, in addition to standard lessons.</p> <p>Purchase reading intervention programme of study.</p>	<p>We want to provide extra support to accelerate progress and raise 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.</p>	<p>Extra teaching time and preparation time paid for out of PP budget</p> <p>Impact overseen by Reading lead.</p> <p>Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Introduction of Project X Code Intervention texts – Rapid intervention based on decodable texts.</p>	<p>Reading Lead</p>	<p>Feb 2017</p>	<p>£22,868 £4,500</p>
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Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education	<p>Identify targeted behaviour interventions for identified students.</p> <p>Develop Learning & Engagement mentors to deliver enrichment activities for disadvantaged & disengaged students.</p> <p>To support vulnerable pupils with their engagement with mainstream education</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Ofsted guidance on Alternative Provision/Nurture Groups followed.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor exclusion rates</p> <p>Observation of provision provided a nearby specialist school, which has been judged to have a positive impact on pupil behaviours.</p> <p>Use ESBASS support to identify best practice for nurture groups</p> <p>Support Inclusion Manager with National Professional Qualification for Senior Leadership project in the MAT for developing positive behaviours.</p>	Inclusion Manager	Jan 2017	£36,468
Total budgeted cost						£109,572
iv.		v. 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?	Cost
Improve attendance and punctuality for PP pupils	<p>Target pupils with attendance rates below 95%</p> <p>Identify provision to improve attendance levels e.g. breakfast club, after-school enrichment activities</p>	Research demonstrates that achievement and attendance are linked. There are greater opportunities to experience high quality teaching the more time a pupil is in school. Pupil absence affects all pupils in a class, as adult time must be directed towards pupil catch as opposed to stretch and challenge.	<p>Attendance officer to monitor attendance levels</p> <p>Inclusion team to work with identified families with low attendance rates</p>	SENCO	<p>Weekly attendance reviews</p> <p>Half termly reviews</p>	<p>£8,000</p> <p>£500</p>

	Invest in whole school training in THRIVE project.	Research demonstrates that a whole school approach to THRIVE can improve attendance and achievement for pupils who are identified as most vulnerable.	Monitor exclusion rates			£1,000
Improved parental engagement from PP pupils	<p>Provision of a Parental Support Advisor to work with both pupils 1:1 and in a group situation, supporting their emotional development as well as within the family home.</p> <p>PSA to become easily accessible information & communication contact for PP parents.</p> <p>Make use of parental workshops:</p> <ul style="list-style-type: none"> • Positive Parenting Programme • Curriculum based parent workshops to support PP pupils learning at home 	Research demonstrates that an effective PSA can increase parental engagement with PP families, in addition to improving attendance and decreasing lateness.	<p>Parent and pupil questionnaires,</p> <p>Pupil progress.</p> <p>Monitor attendance rates</p> <p>Monitor exclusion rates</p>	PSA SENCO		<p>£20,000</p> <p>£500</p>
Contingency for - future 'in year' use						£2,500
Total budgeted cost						£32,500

Performance of Pupils in receipt of Pupil Premium

	2015	2016	2017	2018
No. of pupils	19	20	12	
% of PP pupils achieving a Good Level of Development (GLD)	74%	55%	33%	
% of non PP achieving a Good Level of Development (GLD)	73%	92%	67%	

	2015	2016	2017	2018
Number of PP pupils	30	21	19	
% of PP pupils passing Y1 Phonics Screen	60%	43%	37%	
% of non PP pupils passing Y1 Phonics Screen	85%	72%	81%	

	2015	2016	2017	2018
% of PP pupils achieving ARE in reading		61%	37%	
% of PP pupils achieving ARE in writing		47%	26%	
% of PP pupils achieving ARE in maths		58%	53%	
% of PP pupils achieving above ARE in reading		17%	5%	
% of PP pupils achieving above ARE in writing		8%	5%	
% of PP pupils achieving above ARE in maths		11%	16%	

	2015	2016	2017	2018
% of PP pupils achieving ARE in reading		39%	45%	
% of PP pupils achieving ARE in writing		50%	40%	
% of PP pupils achieving ARE in maths		20%	32%	
% of PP pupils achieving ARE in reading, writing and maths		15%	21%	
% of PP pupils achieving above ARE in reading		7%	3%	
% of PP pupils achieving above ARE in writing		0	0	
% of PP pupils achieving above ARE in maths		0	0	
% of PP pupils achieving above ARE in reading, writing and maths		0	0	
% of PP pupils making expected progress in reading		-3.3	-3.3	
% of PP pupils making expected progress in writing		-2.5	-4.0	
% of PP pupils making expected progress in maths		-6.6	-5.2	