



Ark Ayrton  
Primary Academy

PUPIL PREMIUM  
AND  
SPORTS PREMIUM  
POLICY  
2017 -2018

Ark

Description	
The Principal of the academy	Anne Hibberd-Chapman
The academic year	2017/2018
Chair of Governors	Peter Leonard
The academy name	Ark Ayrton Primary Academy

## POLICY INFORMATION

### Named personnel with designated responsibility for Pupil Premium

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016/17	A H-Chapman	Deputy Head		Michael Gallagher
2017 2018	A H-Chapman	Mrs P Dawson		Peter Leonard

### Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
October 2017	Policy reviewed and adopted	A H-Chapman

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## Introduction

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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

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### Financial year 2017 to 2018

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

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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

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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

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## 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

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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

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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.

## Templates

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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.

# Pupil Premium Strategy Statement



1. Summary information					
School	Ark Ayrton Primary Academy				
Academic Year	2017/2018	Total PP budget	£260,340	Date of most recent PP Review	Sep 2017
Total number of pupils	379	Number of pupils eligible for PP	207	Date for next internal review of this strategy	Dec 2017 April 2018 Sep 2018
Nursery maximum number of pupils	52	Anticipated number of pupils eligible for PP	10	Expected income	£3050

2. Current attainment			
END OF KS2 OUTCOMES 2017 (2016 outcomes in brackets)	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	57% (41%)	50% (33%)	69% (71%)
% achieving expected standard or above in reading	57% (49%)	50% (40%)	69% (86%)
% achieving expected standard or above in writing	70% (76%)	63% (73%)	85% (86%)
% achieving expected standard or above in maths	73% (62%)	67% (60%)	85% (71%)
progress in reading	-1.0 (-2.7)	-1.5 (-3.0)	(-1.16)
progress in writing	-1.2 (+2.7)	-1.9 (+2.6)	(3.47)
progress in maths	+1.1 (+0.4)	+1.1 (0.3)	(0.52)

3. Barriers to future attainment (for pupils eligible for PP)
<p>Pupils in receipt of PP who also have significant special educational needs</p> <p>Pupils in receipt of PP who also have poor attendance and are persistently absent from school</p> <p>Pupils in receipt of PP who have social, emotional and mental health difficulties</p>

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
1.	Language skills in Reception are lower for pupils eligible for PP than for other pupils. A high percentage of our pupils with SEND have speech and language difficulties and delays either as their need or one of their special educational needs. This impacts on their reading and writing progress.
2.	A significant minority of our most vulnerable pupils have social, emotional & mental health issues which causes them at times to exhibit extremely challenging behaviour
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
3.	Attendance is below national (at the end of 2016/2017, Yrs 1-6 PA was 20.6% for PP compared to 8.6% for non PP, overall attendance for all pupils was 93.8% for PP compared to 95.7% for non ) Whilst this was an improvement against the previous year, it is still not good enough with PA requiring a significant focus
4.	Engagement, resilience and capacity from parents of some pupils who are most vulnerable to under-achievement
5.	In year admissions: Pupils joining the academy who have not benefitted from excellent EYFS and KS1 teaching & learning
6.	Each year, more pupils are entering Nursery with significantly below average starting points

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Nursery and Reception classes.	Pupils eligible for PP in Nursery and Reception make rapid progress by the end of the year so that they all achieve a Good Level of Development /on track to achieve a Good Level of Development
<b>B.</b>	Improve the teaching of reading & phonics for pupils eligible for PP Improve reading outcomes across the academy	Pupils eligible for PP all pass the Y1 Phonics Assessment Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 in reading and achieve at the expected standard in line with other pupils
<b>C.</b>	Improve the quality of teaching, learning & assessment for all pupils.	Pupils eligible for PP make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Outcomes at the end of KS1 and KS2 show the gap closing and the progress and attainment of PP pupils closer to non and national outcomes
<b>D.</b>	Improve the intervention for reading, writing and maths across KS1 and KS2	Identified pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 and 2 in maths, reading and writing.
<b>E.</b>	Increase attendance rates for pupils eligible for PP to be in line with non and national and significantly reduce the rate of PA across the academy	The PA rate of PP pupils is significantly reduced and closer to national. Overall PP attendance improves to be in line with national.

<b>F.</b>	To improve the assessment and provision for pupils with additional needs including SEND.	Pupils eligible for PP and who have SEND and other additional needs make progress in line with all pupils
<b>G.</b>	To improve the mental health and well being of all pupils so they are ready and able to consistently engage with all learning	<ul style="list-style-type: none"> <li>Identified pupils are able to access learning and personalised provision</li> <li>Attitudes to learning improve – less incidents of disengagement and/or poor behaviour</li> <li>The progress of identified pupils improves in line with all pupils and in line with national</li> </ul>
<b>H.</b>	To ensure a wide variety of enrichment opportunities are available through the Horizons curriculum and wider extra-curriculum and school offer	<ul style="list-style-type: none"> <li>PP pupils access extra-curricular opportunities</li> <li>Attendance for identified PP pupils improves</li> <li>Progress improves for identified pupils in line with non PP and national</li> </ul>

5. Planned expenditure						
Academic year		2017/18				
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 quality of teaching so all teaching is consistently good so that all children make at least expected progress and PP pupils who are further behind catch up and keep up	<ul style="list-style-type: none"> <li>Non class based Deputy Head Teacher in post with a specific remit to improve the quality of teaching and learning</li> <li>Non class based 5/6 Phase Leader to cover the above role in Autumn Term 2017</li> <li>A data driven and assessment led development programme of CPD for staff led by DHT to include; coaching visits for teachers and support staff; co-planning with a focus on planning for PP; team teaching; real time coaching; internal and external class and school visits/observations and individualised programmes of support where necessary</li> </ul>	<p>We want to ensure all our teachers are using assessment effectively to plan and teach consistently good lessons. This will ensure childrens' gaps and needs are identified and they are taught well to help them catch up.</p> <p>We want children in receipt of PP to make as much progress as all children and catch up where they have or are beginning to fall behind</p> <p><b><i>The Sutton Trust reports that tailored approaches and programmes of professional development to improve the quality of teaching is the most effective way to raise attainment</i></b></p>	<p>Head Teacher to monitor the Deputy Head weekly</p> <p>DHT to support and develop Phase Leads to have an increasing impact on improving the quality of teaching and learning within phases</p> <p>Performance Management process for all teachers</p> <p>Teaching and Learning showcases termly</p> <p>Pupil Progress Meetings half termly</p> <p>Learning walks</p> <p>Planning and book looks</p>	<p>Dep Head for T&amp;L</p> <p>Phase Leads</p>	<p>Half termly Pupil Progress Meetings</p> <p>Whole school data analysis Dec 2017 Easter 2018 Summer 2018</p>	£63138

	<ul style="list-style-type: none"> <li>The academy is taking part in the Challenge The Gap programme this year with other local schools – focus in Y4</li> </ul>	<p>We want to develop our knowledge and understanding of effective strategies that we can adopt across the academy in order to help narrow the gap for PP pupils</p> <p><b><i>The EEF reports that the aim of this intervention is to narrow the attainment gap. The study found that some exploratory results suggest that there were different impacts on pupils eligible for free school meals (FSM). In primary schools the gap seemed to narrow, with FSM eligible students in CtG schools making 2 months' additional progress in comparison with similar students in schools that did not receive the intervention.</i></b></p>	The Executive HT and HT are monitoring the programme	Year 3/4 Phase Leader	<p>Whole school data analysis Dec 2017 Easter 2018 Summer 2018</p> <p>Additional support visit days through the programme</p>	£1200 supply cover to release Y3/4 Phase Leader
Improve the teaching of reading & phonics for pupils eligible for PP in EYFS and KS1 and KS2	<p>All new staff to undertake RWI training and RWI Lead training</p> <p>Dedicated RWI lead teacher to; assess pupils, assess mid year transfer pupils within 2 days of joining; identify and support parents to help their children effectively with phonics; monitor lessons daily; provide training for staff</p> <p>Intervention and booster session for identified PP pupils including a dedicated RWI intervention LSA</p> <p>2 RWI development days in school to support the RWI leader and to help monitor progress and outcomes</p> <p>Develop a fun and engaging RWI sound card game to engage PP boys and help them to learn and retain the sounds</p> <p>Dedicated home reading LSA to support and encourage pupils to</p>	<p>Pupils eligible for PP are making less progress than other pupils in Reception and across Key Stage 1 in phonics. Attainment in reading across the school is not in line with national although gaps are closing.</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 the RWI programme and the whole class reading programme.</p> <p>We want all our pupils to develop a life-long love of reading</p> <p><b><i>Read Write Inc is one of the phonic programmes that is evidenced as effective</i></b></p>	<p>RWI Weekly class visits and coaching sessions for staff</p> <p>Weekly training sessions for support staff</p> <p>Assessment and tracking to monitor pupils and groups of pupils effectively</p> <p>Pupil questionnaires</p> <p>Parent feedback</p> <p>Book and planning scrutiny</p> <p>Pupil Progress meetings</p>	RWI Lead Teacher	<p>Half termly RWI reviews</p> <p>Half termly Pupil Progress Meetings</p> <p>Whole school data analysis Dec 2017 Easter 2018 Summer 2018</p>	<p>Staffing £34168</p> <p>6 days of supply for assessments £600</p> <p>RWI development days (2 this year) £1000</p> <p>new RWI resource for children (£1000)</p>



		<p><i>holidays, and are often designed as catch-up programmes.</i></p> <p><i>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not.</i></p> <p><i>Summer schools without a clear academic component are not usually associated with learning gains</i></p> <p><i>Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. Summer schools without a clear academic component are not usually associated with learning gains. Other variables, such as whether the teacher is one of the student's usual teachers, seem to make less difference on average</i></p>				
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Develop our Inclusion Provision to meet the needs of children with significant learning difficulties, SEND barriers and those with challenging behaviour and social, emotional and mental health difficulties	Dedicated SEN teacher 4 days a week to; plan and teach highly personalised learning programmes for identified PP pupils; co-plan with teachers; support teachers and LSAs in the planning, delivery and tracking of high quality interventions	By having a dedicated SEN teacher, pupils who are 'well below' can be taught in very small groups to maximise their progress and help them catch up enough to sustain progress in their main classes. Teachers can also receive expert support in planning for pupils with specific and sometimes complex needs in class in order to know how to meet their needs most effectively – therefore upskilling all teaching staff	Weekly meeting with DHT for Inclusion to track progress of work with pupils and staff  Planning and book scrutiny  Half termly Pupil Progress Meetings	DHT for Inclusion	Half termly Pupil Progress Meetings  Whole school data analysis Dec 2017 Easter 2018 Summer 2018	£56,500
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	<p>Educational Psychologist on site one day a week</p>	<p><i>The EEF says that research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Studies suggest that benefits are possible across subjects at primary level.</i></p> <p><i>The EEF's 'Making Best Use of Teaching Assistants' (guidance report Spring 2015) suggests 7 evidence based recommendations which we will use to maximise the potential of our support staff</i></p> <p>By having regular dedicated time from a an EP, they will be able to provide assessment, advice and support to us in helping to meet the needs of identified pupils (most of whom are in receipt of PP) This enables us to access specialist advice more swiftly and effectively reducing the referral time significantly</p> <p>Parents can also be supported more effectively to help their children</p> <p>The EP can also deliver training to staff</p>	<p>Monitor progress of pupils referred to EP against recommendations</p>			
						<p><b>Total Budgeted cost</b> £182898</p>

## 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?	Costs
<p>Identified pupils are well supported through personalised SEMH interventions to help them manage their feelings such as anger – resilience and confidence. This is transferred back to classroom situations and pupils are able to make progress at least in line with non PP and catch up</p> <p>Parents are well supported and improve their capacity, resilience and parenting skills to more effectively support their children</p>	<p><b>Dedicated Pastoral Team</b>                      1 Learning Mentor                      3 x ELSAs</p>	<p>ELSA's have dedicated time to plan and deliver interventions such as Lego Therapy which has been shown to effectively promote social competence through the development of social skills in children with ASD.</p> <p><b><i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils and have a potential gain of +6 months</i></b></p> <p>Pastoral Team provide parenting courses and support and proactively promote improved engagement</p> <p>Learning Mentor to; lead on and support families with social care involvement to help ensure childrens' needs are being met; help with the early identification of needs within families; co-ordinate multi agency working to ensure families receive the best support to ensure childrens' needs are met</p> <p><b><i>Sutton Trust Toolkit suggests a potential gain of +3 months for active engagement of parents and carers – finding ways to engage disadvantaged families in particular</i></b></p>	<p>Monitor ELSAs delivery of intervention</p> <p>Weekly meetings with PST team to monitor impact</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into the classroom and improved attainment.</p> <p>Monitor exclusion rates and other data relating to behaviour weekly</p>	DHT for Inclusion	<p>Monthly review meetings with Pastoral Team</p> <p>Half termly Pupil Progress Meetings</p> <p>Monthly Phase Meetings</p> <p>Termly data analysis</p>	£103 153
<p>To support the early identification of attachment difficulties in pupils - to support teachers, parents and</p>	<p>Adopt the THRIVE programme</p> <p>Invest in whole school training in THRIVE project</p>	<p><b><i>Research has shown that a whole school approach to THRIVE can improve attendance and achievement for pupils who are identified as most vulnerable</i></b></p>	<p>Pre and post impact intervention questionnaires and evaluations with pupils, parents and staff</p> <p>Monitor attendance levels</p>	DHT for Inclusion	<p>Monthly review meetings with Pastoral Team</p>	£2000

pupils in helping to overcome these barriers			Monitor exclusion rates  Monitor behaviour and attitudes in lessons	Learning Mentor (PST Lead)	Half termly Pupil Progress Meetings  Monthly Phase Meetings  Termly data analysis	
To increase the attendance of identified pupils in receipt of PP so that it is at least in line with national and non PP  Reduce the rate of PA in PP pupils in line with national	Dedicated part time Attendance Officer to ensure policy and processes are embedded and rigorously followed  We want to provide every opportunity to encourage reluctant pupils and parents/carers to engage with school and provide a variety of provision and support to help with this such as a free breakfast club every day and a 'Walking Bus' alongside the challenge and rigorous monitoring and procedures we will adopt to hold parents to account for unacceptable levels of attendance  Plan and launch a new whole school attendance initiative and reward for pupils – the new Attendance Cup and Attendance Hamper	<b>Research shows that achievement and attendance levels are linked. The more time a pupil is in school, the more opportunity there is to experience high quality teaching. Pupil's absence affects all pupils in a class as adult time is directed towards catch up rather than stretch and challenge.</b>	Attendance monitored and tracked daily  Data presented daily  Data analysed weekly	DHT for Inclusion	Weekly attendance data analysis  Monthly review meetings with Pastoral Team  Half termly Pupil Progress Meetings  Termly pupil data analysis	£10 442 Walking Bus £1000 Breakfast Club £8500  Attendance Hamper £1500
To ensure our curriculum offer provides a variety of enrichment opportunities so that all pupils can have the opportunity to participate in additional learning that will support their progress and motivate and further engage	New enrichment opportunities to include; a Homework Club to ensure all pupils have access to support in order to complete homework to help them with their learning and progress; LSAs delivering tuition alongside teachers; The Jaguar Programme; Young Explorers Club; Art Club; Puzzle Club and	We provide additional small group tuition with a focus on PP catch up after school that can now be further enhanced with LSAs also supporting this under the direction and guidance of teachers.  <b>The EEF toolkit shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more</b>	Tuition monitored by SLT	DHT for Teaching and Learning	Half termly Pupil Progress Meetings  Termly data analysis	Tuition with LSAs £5500

them in extra-curricular activity	the development of a Lunchtime Curriculum	<p><b><i>sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></b></p> <p>Many of our pupils do not engage in clubs and activities outside of school. We want to ensure that by the time every child leaves our school at the end of Y6 they have been provided with a wide variety of experiences and opportunities so that every child has found something they are particularly connected with, can 'shine' at and want to pursue further.</p> <p><b><i>The EEF reports that arts participation has a positive impact on academic learning. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.</i></b></p>	Pupil questionnaires re clubs and enrichment activities re engagement and enjoyment but also for future club ideas		Tracking of subscription and attendance rates half termly	Clubs £2000
Help pupils catch up with their oral language skills	Dedicated LSA in Reception to deliver Nuffield Speech and Language intervention	<b><i>Research has shown that children who receive this programme make significant gains in several aspects of oral language including vocabulary, grammatical ability, sequencing and narrative skills.</i></b>	Coaching visits Child observations Data and assessment analysis throughout the programme	LSA EYFS Lead DHT for Inclusion	Pupil Progress meetings half termly  Programme assessment cycle  Termly data analysis	£9710
<b>Total budgeted cost</b>						<b>£326,703</b>

## 6. Review of expenditure

Previous Academic Year	2016/17
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### Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve the quality of teaching so all teaching is consistently good so that all children make at least expected progress and those children including those with PP who have fallen behind, catch up and others keep up</p>	<p>Non class based Deputy Head Teacher in post with a specific remit to improve the quality of teaching and learning</p> <p>Coaching visits for teachers, co-planning, team teaching and real time coaching and individualised programmes of support where necessary Programme of CPD for teachers</p> <p>Network Lead Teacher for teaching and Learning one day a week to co-plan, model lessons and give real time feedback</p>	<ul style="list-style-type: none"> <li>• <b>The quality of teaching improved over the year though not all teaching is consistently good yet</b></li> <li>• <b>Outcomes at the end of EYFS improved significantly</b> <ul style="list-style-type: none"> <li>➤ The % of PP pupils achieving a GLD in 2016 was 48% compared to 66% of Non PP</li> <li>➤ The % of PP pupils achieving a GLD in 2017 was 83% compared to 78% Non PP</li> <li>➤ The gap closed and PP pupils did better than Non PP in 2017</li> </ul> </li> <li>• <b>Outcomes at the end of KS1 dipped in 2017 compared to 2016</b> <ul style="list-style-type: none"> <li>➤ The % of PP achieving the required standard in Reading, Writing and Maths was 59% compared to 74% of Non in 2016</li> <li>➤ The % of PP pupils achieving the required standard in Reading, Writing and Maths was 55% compared to 62% of Non in 2017</li> <li>➤ Although standards were lower overall, there was less of a gap</li> <li>➤ The % of PP pupils achieving the higher standard in Reading and Writing was higher than non PP in 2017 (Reading 26% PP compared to 21% Non PP Writing 16% PP compared to 10% Non PP) In 2016 Non PP pupils did better than PP pupils at the higher standard in Reading and Writing</li> </ul> </li> <li>• <b>Outcomes at the end of KS2 improved overall compared to 2017</b> <ul style="list-style-type: none"> <li>➤ The % of PP pupils achieving the required standard in Reading, Writing and Maths was 33% compared to 71% of Non in 2016</li> <li>➤ The % of PP pupils achieving the required standard in Reading, Writing and Maths was 50% compared to 69% of Non in 2017</li> <li>➤ The gap in attainment closed by 19%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A refined model of coaching last year impacted positively on the quality of teaching and learning and improved outcomes overall including progress for PP pupils compared to Non PP overall in KS2</li> <li>• The role of the DHT will continue with the continuation of the refined coaching model and an increased focus on co-planning for PP pupils this year</li> </ul>	£92,623

<p>Improve the teaching of reading &amp; phonics for pupils eligible for PP in EYFS and KS1</p>	<p>All new staff to undertake RWI training</p> <p>Dedicated RWI lead to assess pupils, mid year transfer pupils and monitor classes weekly</p> <p>Weekly training and planned sessions for support staff to ensure they are well supported to deliver RWI effectively</p>	<ul style="list-style-type: none"> <li>The % of PP pupils achieving a GLD in Reading in 2016 was 78% compared to 94% of Non PP</li> <li>The % of PP pupils achieving a GLD in Reading in 2017 was 87% compared to 94% Non PP</li> <li>The gap closed last year by 9%</li> <li>Y1 Phonics 78% of PP pupils achieved the required standard</li> <li>Y1 Phonics 94% of Non pp pupils achieved the required standard</li> <li>The gap increased by 11% last year</li> <li>The % of PP pupils achieving the required standard in Reading in 2016 at the end of KS1 was 81% compared to 93% of Non PP</li> <li>The % of PP pupils achieving the required standard in Reading in 2017 at the end of KS1 was 71% compared to 76%</li> <li>Although attainment was lower overall compared to 2016 the gap between PP and Non was less</li> <li>The % of PP pupils achieving the higher standard in Reading was 26% compared to 21% of Non PP</li> </ul>	<ul style="list-style-type: none"> <li>We will continue with the approach – the RWI Lead teacher will have a particular focus on PP pupils</li> <li>Coaching and co-planning for reading will prioritise the PP pupils</li> </ul>	
<p>To increase the attendance of identified pupils in receipt of PP so that it is at least in line with national and non PP</p>	<p>Target pupils with attendance rates below 95%</p> <p>Identify provision to improve attendance levels (e.g. breakfast club'</p> <p>Plan and launch a new whole school attendance initiative and reward for both pupils and parents</p>	<ul style="list-style-type: none"> <li>Lateness improved significantly over the year</li> <li>Attendance for all pupils for 2016 2017 was 94.7% with PA @ 17%</li> <li>Attendance for PP pupils for 2016 2017 was 93.8% with PA @ 22%</li> <li>Attendance for Non PP pupils for 2016 2017 was 95.8% with PA @ 12.6%</li> <li>Attendance for all pupils Y1-6 for 2016 2017 was 94.9% with PA @ 15%</li> <li>Attendance for PP pupils Y1-6 for 2016 2017 was 94% with PA @ 21%</li> <li>Attendance for Non PP pupils Y1-6 for 2016 2017 was 96% with PA @ 8.6%</li> <li>Whilst this was improved in all cases compared to 2015 2016 and the % of PP pupils Y1-6 who were PA reduced from 25.9% to 20.6% this is still significantly above the national figure</li> <li>The % and PA of Non PP pupils improved to be in line with national by the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>Breakfast Club and the Walking Bus had a positive and significant impact on improving lateness and will be continued in 2017 2018</li> <li>The whole school reward to include parents had a positive impact in the Autumn Term when attendance was in line with national, however it did not impact over the rest of the year.</li> <li>In 2017 2018 a new school reward for classes will be introduced with a renewed focus on weekly attendance celebration and awareness raising in Achievement Assembly</li> <li>Data analysis and school systems have been refined for 2017 2018 in order to target identified pupils and families and to more</li> </ul>	<p>£14,200</p>

			effectively challenge parents and carers where attendance is at an unacceptable rate	
Develop our Inclusion Provision to meet the needs of children with significant learning difficulties, SEND barriers and those with challenging behaviour and social, emotional and mental health difficulties	Speech and Language Therapist SLA one day a fortnight  Educational Psychologist SLA on site one day a week  <b>Dedicated Pastoral Team</b> 1 Learning Mentor 2 x ELSAs 1 Support Worker  Development of a Nurture Class	<ul style="list-style-type: none"> <li>The progress of pupils with SEND improved across KS2 in comparison to pupils with Non SEND</li> <li>Exclusions increased over the year and in comparison to the previous year</li> <li>The provision of a Nurture group enabled the social and emotional needs of a significant minority of pupils to be met more effectively outside of their main classes</li> <li>An additional ELSA (Emotional and Literacy Support Assistant) with a specialism in counselling was appointed mid-way through the year to provide additional capacity and skill set</li> </ul>	<ul style="list-style-type: none"> <li>The SEND teacher will continue to teach target groups of identified pupils and will contribute to the planning, intervention and support for identified pupils</li> <li>The ELSAs are being deployed to phases this year rather than working across the school in order to build relationships and support target groups of pupils</li> </ul>	£116,500
<b>Other approaches</b>				
To support the early identification of attachment difficulties in pupils - to support teachers, parents and pupils in helping to overcome these barriers	Adopt the THRIVE programme  Invest in whole school training in THRIVE project	This is carried over to 2017/2018		£1000
Help pupils catch up with their oral language skills	Dedicated LSA in Reception to deliver Nuffield Speech and Language intervention	<ul style="list-style-type: none"> <li>The % of PP pupils achieving a GLD in Communication and Language in 2016 was 74% compared to 80% of non PP</li> <li>The % of PP pupils achieving a GLD in Communication and Language in 2017 was 87% compared to 89% of non PP</li> <li>The % of PP pupils achieving a GLD in Communication and Language increased significantly and the gap narrowed by 4%</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to run the Nuffield Programme as this has a positive impact on pupils communication and language skills. The work of the LSA who runs the programme was also extended to run further and additional interventions and this too will continue</li> </ul>	£9,600



## Performance of Pupils in receipt of Pupil Premium

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF THE EYFS					
	2014	2015	2016	2017	2018
No. of pupils			23	23	
% of PP pupils achieving a Good Level of Development (GLD)			48%	83%	
% of Non PP achieving a Good Level of Development (GLD)			66%	78%	

PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN					
	2014	2015	2016	2017	2018
Number of pupils			28	27	
% of PP pupils passing Y1 Phonics Screen			86%	78%	
% of Non PP pupils passing Y1 Phonics Screen			91%	94%	

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS1					
	2014	2015	2016	2017	2018
% of PP pupils achieving ARE in Reading			81%	71%	
% of PP pupils achieving ARE in Writing			59%	55%	
% of PP pupils achieving ARE in Maths			84%	68%	
% of PP pupils achieving above ARE in reading			31%	26%	
% of PP pupils achieving above ARE in writing			9%	16%	
% of PP pupils achieving above ARE in maths			28%	13%	

<b>PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS2</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>% of PP pupils achieving ARE in reading</b>			40%	50%	
<b>% of PP pupils achieving ARE in writing</b>			73%	63%	
<b>% of PP pupils achieving ARE in maths</b>			60%	67%	
<b>% of PP pupils achieving ARE in reading, writing and maths</b>			33%	50%	
<b>% of PP pupils achieving above ARE in reading</b>			7%	8%	
<b>% of PP pupils achieving above ARE in writing</b>			20%	4%	
<b>% of PP pupils achieving above ARE in maths</b>			10%	8%	
<b>% of PP pupils achieving above ARE in reading, writing and maths</b>			3%	4%	
<b>% of PP pupils making expected progress in Reading</b>			-3.0	-1.5	
<b>% of PP pupils making expected progress in Writing</b>			2.6	-1.9	
<b>% of PP pupils making expected progress in Maths</b>			0.3	1.1	

## **Introduction**

### **Ethos**

One of the main aims for Ayrton's sport funding is to ensure that there are no financial barriers to healthy living and sport. We want every child to be able to develop their life skills, confidence, fitness and to find enjoyment in a range of PE activities – both indoor and outdoor. As a seaside town, we place great importance on teaching our children to swim and develop a sense of water safety.

## **Context of our Academy**

Ark Ayrton Primary Academy is a large primary school situated in Portsmouth. The school has capacity for 390 pupils in addition to a local authority funded Nursery (56 pupils). The school is situated in the heart of the City and is located in one of the most deprived areas in the country. At the present time there are 378 children in Years R-6.

The school is organised into 14 classes plus two Nursery classes (1 x am and 1 x pm).

### **Pupil Premium & Deprivation Indicators**

Eligibility for Pupil Premium in Years R-6 is 56.7% above the national average of 26.4%.

### **SEND**

18% of our pupils are on the SEND register; above the national average 15.4%. The percentage of pupils with statements, 2% is below the national average of 2.8%.

## **How we are spending the money**

### **Year 6 residential, Isle of Wight, part contribution – funded from 16/17 allocation**

We are aware that many of our pupils have limited experiences of outdoor activities and any opportunity to explore other locations away from home. The residential promotes outdoor activities such as orienteering and develops life skills and team building opportunities.

### **Swimming Provision**

- Pupils in Years 3 – 6 given an opportunity to join an after school club. Cost to school – pool hire and 1 hour of LSA time weekly.

### **Lunchtime and After school Clubs**

- We want to give children opportunities to experience sports they would not be offered as part of the school curriculum or benefit from specialist teaching of games and dance. We intend to run a boxing

club at lunchtimes and after school dance and games clubs. These will develop children's life skills, confidence, control and healthy lifestyle.

### **Training for all teaching staff**

- In order for children to gain maximum benefit and develop sustained age appropriate skills and stamina, staff need to be well trained to deliver great PE and games lessons

### **Offsite activities – KS2**

- To build year on year children's skills in sailing as we are a coastal school and want to provide children with opportunities that they may wish to pursue further

### **Equipment**

- It is anticipated that any requirements for PE equipment, including play equipment this year will be made using the PE grant

### **Staff Training – funded from 2016/17 allocation**

- 12 members of staff to attend an Outdoor Education Course. This will improve quality of sports provision for pupils and an increased number of staff with sporting experience to enrich the children's experiences

## **Impact**

- The Year 6 residential promotes outdoor activities such as orienteering and develops life skills and team building opportunities. Many of our children experience living away from home and visiting a difference location for the first time and the residential visit encourages children to think and act independently alone as well as part of a team and engage in activities that take them outside of their comfort zone.
- Children participate in swimming lessons on a half termly rota as part of their curriculum entitlement, working through all classes from Years 3 – 6. The after school swimming club extends this provision and a maximum of 12 children per term from alternative year groups extend their swimming skills.
- Some children experience difficulties in controlling their emotions and the introduction of a non contact boxing club which builds on skills of discipline, self control and fitness will benefit identified children. After school and lunch clubs in football and multi sports give both boys and girls the opportunity to learn new skills and build on skills taught through the curriculum.
- Children engage in games during lunchtimes and break times, these are often led by members of the support staff and mid day supervisory team. Play is enhanced by the availability of exciting resources and equipment.

## **Summary of Expenditure**

<b>Amount of funding 2017/18 £19180</b>	
<b>Carried forward from 2016/17 £3500</b>	
<b>Total £22680</b>	
Kingswood	£2500
Lunchtime and after school boxing	£1900
Pompey in the Community football and multisports – 45 mins ASC and 2 x 1 hour lunches	£4655
After school club swimming	£2200
Offsite training for 12 staff	£2000
Training for teachers in delivery of PE and games	tba

**Reviewing and Improving our Sports Offer**  
 We will review the quality of the sports offer provided annually