



Ark Ayrton
Primary Academy

PUPIL PREMIUM
AND
SPORTS PREMIUM
POLICY
2018 -2019

Ark

Description	
The Principal of the academy	Anne Hibberd-Chapman
The academic year	2018/2019
Chair of Governors	Mike Pye
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
2018 2019	A H-Chapman	Mrs P Dawson		Mike Pye

Policy review dates (frequency of review: tbc)

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

CONTENTS

- 1 INTRODUCTION
- 2 FUNDING
- 3 EVIDENCE OF WHAT WORKS
- 4 PUPIL PREMIUM REVIEWS
- 5 ACCOUNTABILITY
- 6 PUPIL PREMIUM REPORTING
- 7 PERFORMANCE TABLES
- 8 TEMPLATES

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 2018 to 2019

In the 2018 to 2019 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 £2,300 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 £2,300 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 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.

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.

Pupil Premium Strategy Statement



1. Summary information					
School	Ark Ayrton Primary Academy				
Academic Year	Sep – March confirmed	Total PP budget confirmed to March 2019	£169,155	Date of most recent PP Review	Sep 2018
		Potential budget	£289,980		
Total number of pupils	416	Number of pupils eligible for PP	196	Date for next internal review of this strategy	Dec 2018 April 2019 Sep 2019
Nursery maximum number of pupils		Anticipated number of pupils eligible for PP	207	Expected income	£169,155

2. Current attainment			
END OF KS2 OUTCOMES 2018 (2017 outcomes in brackets)	All Pupils	Pupils eligible for PP (75%)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	47% (57%)	44% (50%)	45% (69%)
% achieving expected standard or above in reading	51% (57%)	53% (50%)	45% (69%)
% achieving expected standard or above in writing	70% (70%)	66% (63%)	82% (85%)
% achieving expected standard or above in maths	70% (73%)	59% (67%)	100% (85%)
progress in reading	-2.9 provisional (-1.0)	-2.5 (-1.5)	-5.9
progress in writing	-2.0 provisional (-1.2)	-2.1 (-1.9)	-1.5
progress in maths	-2.5 provisional (+1.1)	-2.9 (+1.1)	-1.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
a	Baseline in Reception for PP pupils is considerably lower than non PP and national. Language skills in Reception are lower for pupils eligible for PP than for other pupils.

b	Pupils in receipt of PP who also have significant special educational needs, some are complex
c	Pupils in receipt of PP who have social, emotional and mental health difficulties
d	Pupils in receipt of PP who are mobile – ie join the school mid year
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
a	Pupils in receipt of PP who also have poor attendance and are persistently absent from school Attendance was below national at the end of 2017/2018 - Yrs 1-6 PA was 15.4% for PP compared to 5.1% for non PP Overall attendance for all pupils (1-6) was 94.5% for PP compared to 96.5% for non PP) Whilst this was an improvement against the previous year, it is still not good enough with PA requiring a significant focus
b	Engagement from some parents of some pupils who are most vulnerable to under-achievement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language/speech and 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.	Ensure PP pupils continue to achieve well in phonics and even more meet the threshold for age expectation	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
C.	Further develop assessment , intervention and feedback for pupils	Outcomes at the end of KS1 and KS2 show the gap closing and the progress and attainment of PP pupils closer to Non PP and national outcomes
E.	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 and Non PP
F.	Further 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
G.	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"> Identified pupils are able to access learning and personalised provision Attitudes to learning improve – less incidents of disengagement and/or poor behaviour The progress of identified pupils improves in line with all pupils and in line with national

H.	To ensure a wide variety of arts, enrichment and outdoor opportunities are available through the Horizons curriculum and wider extra-curriculum	<ul style="list-style-type: none"> • High proportion of PP pupils access extra-curricular opportunities • Attendance for identified PP pupils improves • Progress improves for identified pupils in line with non PP and national
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5. Planned expenditure

Academic year	2018/19
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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
Further narrow the gap between PP and Non at the end of EYFS, KS1 and KS2 in Reading, Writing and Maths	<ul style="list-style-type: none"> • Non class based Deputy Head Teacher in post with a specific remit to improve the quality of teaching and learning • A data driven and assessment led development programme of CPD for staff led by DHT to include; weekly coaching visits and feedback 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 and peer visits/observations and individualised programmes of support where necessary • Fortnightly year group Strategy Meetings led by DHT 	<p>We want to ensure all our teachers are using assessment effectively and rigorously to plan and teach consistently good lessons. This will ensure childrens' gaps and needs are identified swiftly and they are taught well to help them catch up. 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><i>The EEF states that the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is:</i></p> <ul style="list-style-type: none"> • <i>supported by the school's leadership</i> • <i>sustained over at least two terms</i> • <i>includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with</i> 	<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</p> <p>Ark/LA Monitoring visits</p> <p>Pupil Progress Meetings</p> <p>Year Group Strategy Meetings fortnightly</p> <p>Coaching visits</p> <p>Planning and book looks</p>	<p>Dep Head for T&L</p> <p>Phase Leads</p>	<p>Pupil Progress Meetings termly</p> <p>Whole school data analysis Dec 2018 Easter 2019 Summer 2019</p>	

		<i>their learning and get feedback on their work.</i>				
To accelerate progress in all core subjects so that; more PP pupils achieve ARE in line with non and national; progress scores are in line with national	This year we have employed an additional 2 cover staff to be able to release class teachers for 1.5 hours a week to work with their pupils 1-1 or in small groups in school time in order to provide additional feedback and conferencing, Catch Up, Keep Up and Stretch groups (with a priority on PP and HA PP pupils)	<p>The EEF evidence suggests –</p> <ul style="list-style-type: none"> feedback to children +8 months 1-1 tuition +5 months small group tuition +4 months 	<p>Class visits</p> <p>Book Looks</p>	DHT/HT	<p>Year Group Strategy Meetings fortnightly</p> <p>Whole school data analysis Dec 2018 Easter 2019 Summer 2019</p>	
To accelerate the progress of PP pupils with SEND	<p>This year we have a dedicated 0.8 SENCo to; assess pupils with SEND; co-plan with teachers; support teachers to provide the most effective classroom provision; support teachers and LSAs in the planning, delivery and tracking of high quality interventions</p> <p>We are purchasing an Educational Psychologist for one day a week to support the SENCo with assessments, advice, training and supervision of 1-1 LSAs.</p> <p>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>By having a dedicated SENCo teachers can 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</p> <p>The SENCo will also train LSAs to become experts in specific programmes and interventions and support them with caseloads of pupils</p> <p>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.</p> <p>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</p>	<p>SENCo line managed by DHT for Inclusion</p> <p>Weekly meetings to track progress of work with pupils and staff</p> <p>Planning and book scrutiny</p> <p>Intervention monitoring</p>	DHT for Inclusion	<p>Pupil Progress Meetings</p> <p>Whole school data analysis Dec 2018 Easter 2019 Summer 2019</p>	

Total Budgeted cost £152,140

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?	Costs
Further improve outcomes for PP pupils in reading and phonics at the end of Y1 and Y2	<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>Dedicated home reading LSA to support and encourage pupils to engage with the Home Reading scheme and develop a positive approach to reading for pleasure</p>	<p>Last year (17/18) with this same approach, 87% of our PP pupils passed the Phonics Screen compared to 79% of Non PP pupils.</p> <p>Reading levels across the school Y1-6 rose from 68% working at the expected standard by the end of 16/17 to 76% by the end of 17/18. There was a 10% increase in the number of children working at greater depth overall from 16% to 26%. The % of PP pupils achieving at the expected standard rose broadly in line with Non PP.</p> <p>We are going to continue with the same model to ensure continued impact – any gaps are marginal and even more PP pupils catch up to the expected level.</p> <p><i>Read Write Inc is one of the phonic programmes that is evidenced as effective and been supported by the EEF</i></p>	<p>RWI</p> <p>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>Parent feedback</p> <p>Book and planning scrutiny</p> <p>Pupil Progress meetings</p>	RWI Lead Teacher	<p>Half termly RWI reviews</p> <p>Pupil Progress Meetings</p> <p>Whole school data analysis Dec 2018 Easter 2019 Summer 2019</p> <p>RWI Development Days</p>	

<p>Improve outcomes for PP pupils in Reception with a particular focus on those with the very lowest starting points, SEND and/or speech and language difficulties to target oral language skills</p>	<p>This year we have employed an additional full time LSA with EYFS and S&L expertise in order to support identified pupils with specific and complex needs</p> <p>Dedicated LSA in Reception to deliver Nuffield Speech and Language intervention</p>	<p>Highly trained support staff alongside teachers can deliver storytime and reading to smaller groups to maximise adult;pupil ratio, interaction and questioning.</p> <p><i>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</i></p> <p><i>Research has shown that children who receive the Nuffield programme make significant gains in several aspects of oral language including vocabulary, grammatical ability, sequencing and narrative skills. +4</i></p>	<p>EYFS Leader coaching visits of all LSAs</p> <p>SENCo support and monitoring</p> <p>Coaching visits Child observations Data and assessment analysis throughout the programme</p>	<p>EYFS Lead/SENCo LSA EYFS Lead DHT for Inclusion</p>	<p>Pupil Progress Meetings termly</p> <p>Fortnightly Strategy Meetings Key assessment points Pupil Progress meetings half termly</p> <p>Programme assessment cycle</p> <p>Termly data analysis</p>	
<p>Improve outcomes for identified pupils with social, emotional and mental health difficulties, many of whom are in receipt of PP.</p> <p>Provide excellent support for parents and carers to improve engagement and help improve capacity, resilience and skills to more effectively support children</p>	<p>ELSA's have dedicated time to support identified pupils in class, plan and deliver specialised programmes such as Lego Therapy and other interventions</p> <p>Pastoral Team provide parenting courses and support as well as proactively promoting and targeting improved engagement ie at parent/carer events in school</p> <p>Safeguarding Lead 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><i>The EEF suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective with a potential gain of +3 months</i></p> <p><i>Social and emotional learning support +4 months</i></p> <p><i>EEF suggests a potential gain of +3 months for active engagement of parents and carers</i></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 attendance at parent/carer events</p>	<p>DHT for Inclusion</p>	<p>Monthly review meetings with Pastoral Team</p> <p>Pupil Progress Meetings</p> <p>Termly data analysis</p>	

Total budgeted cost £144,206

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
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	Research has shown that a whole school approach to THRIVE can improve attendance and achievement for pupils who are identified as most vulnerable	Pre and post impact intervention questionnaires and evaluations with pupils, parents and staff Monitor attendance levels Monitor exclusion rates Monitor behaviour and attitudes in lessons	DHT for Inclusion	Monthly review meetings with Pastoral Team Pupil Progress 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	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.	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	

To further enhance parental engagement of our youngest children	This year we are funding Easy Peasy for parents and carers of children in Reception and Nursery EasyPeasy is a smartphone app that sends regular game ideas to parents that they can play with their children, combined with information on child development. The design of the app encourages positive habits of play and interaction at home by sending tailored prompts, encouragement, and reminders to parents.	EEF suggests a potential gain of +3 months The EEF are funding this project in some settings this year as they are keen to identify promising approaches to engage parents in the early years	Reception Teacher has been identified as Pod Leader and will promote and monitor the programme	Reception Teacher	Pupil Progress Meetings Parent/Carer Progress Reviews Parent/Carer Events	
To further enrich children's school experiences by providing a wide range of outdoor learning and wider curriculum opportunities	This year we are funding 3 mini buses so that we can provide more regular and affordable opportunities for our children to engage in outdoor learning and wider curriculum experiences.	The EEF believes enriching education has intrinsic benefits and thinks all children including those from disadvantaged backgrounds deserve a well rounded education. It suggests outdoor adventure learning can have a potential gain of +4 months	Curriculum Planning Pupil and Parent/Carer Surveys Pupil interviews	Curriculum Lead	Survey results Take up data Pupil Progress Meetings	
To further develop our 'Arts offer' for children by working towards gaining the Arts Mark Award	This year we are further developing our Horizons Curriculum by improving and extending our 'Arts' provision to enable more children to 'Shine Brightly' in an area that interests and motivates them within the curriculum and extra-curricular activities. We hope this will increase motivation in all areas of school life and their learning.	The EEF supports participation in artistic and creative activities, such as dance, drama, music, painting, or sculpture either as part of the curriculum or as extra-curricular activity Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science and benefits found in primary schools. Suggested benefit of +2 months	Curriculum Planning Action Plan Staff, pupil and parent surveys and interviews	Arts Mark Leader	Termly data analysis Pupil Progress Meetings Arts Mark evaluation points	£30, 275

6. Review of expenditure

Previous Academic Year	2017/18
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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
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>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</p> <p>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"> The majority of teaching is at least good The % of children in Years 1-6 achieving the expected standard in Reading, Writing and Maths combined rose by 11% to 64% from 2016/2017 The % increase for PP pupils was in line with Non PP and in line with the increase for all pupils See PP Cohort Tracker further on for a more detailed impact 	<ul style="list-style-type: none"> We are continuing with this approach. The refined coaching model alongside the introduction of fortnightly year group strategy meetings is having a positive impact on outcomes for all children, including those with PP. 	
Improve the teaching of reading & phonics for pupils eligible for PP in EYFS and KS1	<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"> Significant improvement for P pupils in the Y1 Phonics Screen and now out performing Non PP pupils (see data further on) 	<ul style="list-style-type: none"> We will continue with the approach – the RWI Leader has had a significant impact on the outcomes for PP pupils through rigorous assessment and targeted interventions 	

<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>	<table border="1" data-bbox="763 108 1509 432"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2016 2017</th> <th colspan="2">2017 2018</th> </tr> <tr> <th>Attendance</th> <th>PA</th> <th>Attendance</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>94.7%</td> <td>17.4%</td> <td>94.8%</td> <td>16.5%</td> </tr> <tr> <td>PP</td> <td>93.9%</td> <td>20.8%</td> <td>94.3%</td> <td>17.7%</td> </tr> <tr> <td>Non PP</td> <td>95.8%</td> <td>12.8%</td> <td>95.5%</td> <td>15.2%</td> </tr> <tr> <td>Yrs 1-6</td> <td>95%</td> <td>14.2%</td> <td>95.3%</td> <td>11.3%</td> </tr> <tr> <td>PP</td> <td>94.1%</td> <td>18.2%</td> <td>94.5%</td> <td>15.4%</td> </tr> <tr> <td>Non PP</td> <td>96.4%</td> <td>7.8%</td> <td>96.5%</td> <td>5.1%</td> </tr> </tbody> </table> <p>A marginal improvement for PP pupils in overall attendance with a more significant reduction in PA. School has further detailed data and analysis in relation to the context of some of the groups impacting on attendance figures</p>		2016 2017		2017 2018		Attendance	PA	Attendance	PA	All pupils	94.7%	17.4%	94.8%	16.5%	PP	93.9%	20.8%	94.3%	17.7%	Non PP	95.8%	12.8%	95.5%	15.2%	Yrs 1-6	95%	14.2%	95.3%	11.3%	PP	94.1%	18.2%	94.5%	15.4%	Non PP	96.4%	7.8%	96.5%	5.1%	<ul style="list-style-type: none"> The new school reward for classes was well received by the children and enabled a weekly focus and celebration of the importance and achievements with attendance and this will continue Our systems and targeting will be further refined next year 	
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<p>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</p>	<p>Educational Psychologist SLA on site one day a week</p> <p>Dedicated Pastoral Team 1 Learning Mentor 2 x ELSAs 1 Support Worker</p> <p>Development of a Nurture Class</p>	<ul style="list-style-type: none"> Exclusions decreased slightly compared to previous year but were still significantly above national 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 with data for this group improving slowly over time and alternative provision secured 	<ul style="list-style-type: none"> There is currently no plan to run a Nurture group this year, instead staff and resources will be deployed in classes for pupils with bespoke timetables and interventions. The SEND teacher will be the SENCo this year and will support teachers across the school to meet the needs of SEND pupils in their classes 																																								
Other approaches																																											
<p>Help pupils catch up with their oral language skills</p>	<p>Dedicated LSA in Reception to deliver Nuffield Speech and Language intervention</p>	<ul style="list-style-type: none"> The % of PP pupils achieving a GLD in Communication and Language in 2016 was 74% compared to 80% of non PP The % of PP pupils achieving a GLD in Communication and Language in 2017 was 87% compared to 89% of non PP The % of PP pupils achieving a GLD in Communication and Language in 2018 was 91% compared to 72% of non PP 	<ul style="list-style-type: none"> 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 																																								

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 PP pupils			23	23	22
% of PP pupils achieving a Good Level of Development (GLD)			48%	83%	82%
% of Non PP achieving a Good Level of Development (GLD)			66%	78%	69%

PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN					
	2014	2015	2016	2017	2018
Number of PP pupils			28	27	29
% of PP pupils passing Y1 Phonics Screen			86%	78%	86%
% of Non PP pupils passing Y1 Phonics Screen			91%	94%	81%

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS1					
	2014	2015	2016	2017	2018
% of PP pupils achieving ARE in Reading			81%	71%	64%
% of PP pupils achieving ARE in Writing			59%	55%	57%
% of PP pupils achieving ARE in Maths			84%	68%	68%
% of PP pupils achieving ARE in Reading, Writing and Maths			46%	53%	52%
% of PP pupils achieving above ARE in reading			31%	26%	11%
% of PP pupils achieving above ARE in writing			9%	16%	4%
% of PP pupils achieving above ARE in maths			28%	13%	11%

PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS2					
	2014	2015	2016	2017	2018
No. of PP Pupils			30	24	31
% of PP pupils achieving ARE in reading			40%	50%	55%
% of PP pupils achieving ARE in writing			73%	63%	65%
% of PP pupils achieving ARE in maths			60%	67%	61%
% of PP pupils achieving ARE in reading, writing and maths			33%	50%	45%
% of PP pupils achieving above ARE in reading			7%	8%	23%
% of PP pupils achieving above ARE in writing			20%	4%	13%
% of PP pupils achieving above ARE in maths			10%	8%	19%
% of PP pupils achieving above ARE in reading, writing and maths			3%	4%	13%
% of PP pupils making expected progress in Reading			-3.0	-1.5	-1.8
% of PP pupils making expected progress in Writing			2.6	-1.9	-2.1
% of PP pupils making expected progress in Maths			0.3	1.1	-2.7



Current Y1	2017 Outcomes ALL WA+	2017 Outcomes Non PP	2017 Outcomes PP	Gap	2018 Outcomes ALL	2018 Outcomes Non PP	2018 Outcomes PP	Gap	+/- on 2017 outcomes
Reading	80% GLD				82%	88%	77%	-11%	
Writing	80% GLD				58%	63%	55%	-8%	
Maths	80% GLD				73%	88%	61%	-27%	
Combined	80% GLD				55%	63%	48%	-15%	

Current Y2	2017 Outcomes ALL WA+	2017 Outcomes Non PP	2017 Outcomes PP	Gap	2018 Outcomes ALL	2018 Outcomes Non PP	2018 Outcomes PP	Gap	+/- on 2017 PP outcomes
Reading	72% WA +	77%	66%	-11%	71%	79%	62%	-17%	-6%
Writing	60% WA +	67%	48%	-19%	62%	69%	55%	-14%	+5%
Maths	60% WA +	67%	52%	-15%	69%	72%	66%	-6%	+9%
Combined	49% WA +	53%	41%	-12%	62%	69%	55%	-14%	-2%

PP children in Y1 and Y2 achieved above or just 1% below the national % for PP children in 2017

Current Y3	2017 Outcomes ALL WA+	2017 Outcomes Non PP	2017 Outcomes PP	Gap	2018 Outcomes ALL	2018 Outcomes Non PP	2018 Outcomes PP	Gap	+/- on 2017 PP outcomes
Reading	73% WA +	77%	71%	-6%	79%	92%	70%	-22%	-16%
Writing	62% WA +	81%	47%	-34%	72%	92%	58%	-34%	-
Maths	77% WA +	88%	68%	-20%	88%	100%	79%	-21%	-1%
Combined	58% WA +	73%	47%	-26%	72%	92%	58%	-34%	-8%

Current Y4	2017 Outcomes ALL WA+	2017 Outcomes Non PP	2017 Outcomes PP	Gap	2018 Outcomes ALL	2018 Outcomes Non PP	2018 Outcomes PP	Gap	+/- on 2017 PP outcomes
Reading	66% WA +	71%	62%	-9%	82%	86%	81%	-5%	+4%
Writing	59% WA +	81%	46%	-35%	70%	86%	61%	-25%	+10%
Maths	79% WA +	86%	74%	-12%	86%	90%	83%	-7%	+5%
Combined	47% WA +	62%	38%	-24%	70%	86%	61%	-24%	-

Current Y5	2017 Outcomes ALL WA+	2017 Outcomes Non PP	2017 Outcomes PP	Gap	2018 Outcomes ALL	2018 Outcomes Non PP	2018 Outcomes PP	Gap	+/- on 2017 PP outcomes
Reading	87%	94%	81%	-13%	86%	89%	83%	-6%	+7%
Writing	78%	82%	74%	-8%	81%	89%	75%	-14%	-6%
Maths	87%	88%	85%	-3%	90%	94%	88%	-6%	-3%
Combined	71%	76%	67%	-9%	76%	83%	71%	-12%	-3%

Current Y6	2017 Outcomes ALL WA+	2017 Outcomes Non PP	2017 Outcomes PP	Gap	2018 Outcomes ALL	2018 Outcomes Non PP	2018 Outcomes PP	Gap	+/- on 2017 outcomes for PP
Reading	51% WA +	50%	53%	+3%	51%	45%	53%	+8%	
Writing	51% WA +	58%	50%	-8%	70%	82%	66%	-16%	
Maths	60% WA +	75%	56%	-19%	70%	100%	59%	-41%	
Combined	40% WA +	42%	41%	-1%	44%	45%	44%	-1%	

The gap is generally closing for PP children across the Key Stage in all subjects and combined as the cohorts progress through the school

The % of PP children achieving the expected standard in RWM this year in Y3,4,5 increases across the key stage and is above the national figure of 48% for PP children at the end of KS2 last year showing our cohorts are on track to significantly outperform national at the end of KS2 year on year

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.

In previous years we have given our Year 6 children an opportunity to participate in a residential visit to combine their skills development alongside opportunities for team building.

Context of our Academy

Ark Ayrton Primary Academy is a large primary school situated in Portsmouth. The school has capacity for 405 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 383 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 47% which is above the national average.

SEND

18% of our pupils are on the SEND register; above the national average 15.4%. The percentage of pupils with Education Health Care Plans was 1.6% is above the national average of 1.3%.

How we are spending the money

Residential opportunities and Away Days for Pupils

Visits have been planned as follows:

Year 3 – Fort Purbrook January 2019 to include horse riding, assault course, archery

Year 4 – Fort Purbrook February 2019 to include horse riding, assault course, archery

Year 5 – Cobnor Activity Centre September 2019 to include 6 activity sessions

Year 6 – Fairthorn Manor October 2019 to include 4 activity sessions

KS2 – all pupils to be offered sailing and water based opportunities in the summer term

Impact

We are aware that many of our pupils have limited experiences of outdoor activities, opportunities to explore other locations, take part in overnight stays away from home or activities that will stretch them both physically and mentally. We have found through our experience with Year 6 that residential visits offer physical outdoor activities which develop life skills and team building opportunities. After evaluating our use of the PE grant to support the Year 6 residential we have decided to widen this to pupils in KS2, with a non-cost sleepover at school for our Year 2 pupils.

The school has recently leased three minibuses over a three year period which will provide further opportunities for all our children to take part in offsite visits at a reduced cost.

- In 2017/18 all children in KS2 were given an opportunity to experience sailing and water based activities to increase their confidence around water. Although we are located very close to the seaside many of our children do not have experience of being in or near open water. These sessions proved to be extremely popular with all children and even those with an initial fear or uncertainty around water all enjoyed the opportunity. As a result a decision has been taken to repeat this again in 2018/19

Summary of Expenditure

Amount of funding 2018/19 £19180

Year 3 Fort Purbrook	£2110
Year 4 Fort Purbrook	£2110
Year 5 Cobnor Activity Centre	£4140
Year 6 Fairthorn Manor	3735
Sailing Centre offsite activities	£8075
Total Expenditure	£20170

ARK Ayrton Primary Academy PE Sports' Funding 2017/18

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
To include:
Real PE Twilight working with all staff
Support for two teachers 20 week training in Real PE/Real Gym.
Whole school training in Real PE – Inset
Planning afternoon with curriculum team
Competition and enrichment opportunities

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.

- All children: Further offsite activities will be offered across the primary phase

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 has been a regular feature of school life for some years. It 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 different location for the first time. The residential visit encouraged children to think and act independently as well as be part of a team and engage in activities that took them outside of their comfort zone. This was a successful visit and all children participated in the event. The plan for 2018/19 is to widen this opportunity to other year groups as residential visits are seen to be beneficial.
- In 2017/18 children participated 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 provided an extension to this provision with a maximum of 12 children per term from alternative year groups having an opportunity to extend their swimming skills.
- Some children experience difficulties in controlling their emotions and the introduction of a non contact boxing club which built on skills of discipline, self control and fitness was offered to identified children. Whilst this was popular with the small number of children who were able to attend the club, a decision has been taken not to continue into 2018/19 as the impact was limited. After school and lunch clubs in football and multi sports gave both boys and girls an opportunity to learn new skills and build on those taught through the curriculum. The lunch club activities were open to all pupils and were managed by Pompey in the Community.
- Children in KS2 will be given opportunities to experience sailing and water based activities to increase their confidence around water. These sessions proved to be extremely popular with all children and even those with an initial fear or uncertainty around water enjoyed the opportunity.
- All teaching staff who did not hold a relevant Offsite Leaders qualification took part in a training day run by Hampshire County Council's Offsite Activities Co-ordinators. This has broadened teachers' knowledge and ensured that everyone who produces risk assessments for offsite activities are aware of what is required.
- Our Local Sports Academy delivered focussed training to teaching staff to widen their skill base and enable the children to receive high quality staff led PE lessons

Summary of Expenditure

Amount of funding 2017/18 £19180	
Carried forward from 2016/17 £ 3500	
Total £22,680	
Kingswood	£6120
Lunchtime and after school boxing	£1355
Pompey in the Community football and multi Sports – 45 mins ASC and 2 x 1 hour lunches	£3525
After school club swimming	£1680
Sailing Centre offsite activities	£8025
Training for teachers to deliver PE & Games	£2995
Offsite training – 12 staff	£950
Total Expenditure	£24650