



ARK Ayrton **Primary Academy**

PUPIL PREMIUM AND SPORTS
PREMIUM POLICY



Description	Tag
The Principal of the academy	Anne Hibberd-Chapman
The academic year	2016/17
Chair of Governors	Michael Gallagher
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	Head Teacher		Michael Gallagher

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

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.

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: Ark Ayrton Primary Academy

1. Summary information					
School	Ark Ayrton Primary Academy				
Academic Year	2016/17	Total PP budget	£268,620	Date of most recent PP Review	Sep 2016
Total number of pupils	353	Number of pupils eligible for PP	199	Date for next internal review of this strategy	Feb 2017
Nursery maximum number of pupils	56	Anticipated number of pupils eligible for PP	199	Expected income	£268,620

2. Current attainment			
END OF KS2 OUTCOMES 2016	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	53%	33%	63%
% achieving expected standard or above in reading	47%	40%	75%
% achieving expected standard or above in writing	74%	73%	75%
% achieving expected standard or above in maths	61%	57%	75%
progress in reading	-2.7	-3.02	-1.16
progress in writing	2.75	2.61	3.47
progress in maths	0.34	0.30	0.52

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 (<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 slows 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
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
3.	Attendance is below national (at the end of 2015/2016, Yrs 1-6 PA was 24.3% for PP compared to 14.8% for non PP, overall attendance was 93.5% for PP compared to 94.73% for non)
4.	Engagement 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

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in 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.	Improve the teaching of reading & phonics for pupils eligible for PP in EYFS and KS1	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.	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
D.	Improve the intervention for reading, writing and maths across KS2	Pupils eligible for PP identified make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and moderation practices established across Ark schools and within our local cluster of schools
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 12% or below. Overall PP attendance improves from 93% to 96% in line with national.
F.	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

5. Planned expenditure	
Academic year	2016/17

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 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>Deputy Head Teacher in post with a specific remit to improve the quality of teaching and learning</p> <p>Non teaching and non-class based</p> <p>ILT 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>	<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>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</p>	<p>Head Teacher to monitor the Deputy Head weekly</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&L</p> <p>Network Lead for Teaching and Learning</p>	<p>Dec 2016</p> <p>Easter 2017</p> <p>Summer 2017</p>	<p>£55,572</p> <p>£13,000</p>
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>	<p>Pupils eligible for PP are making less progress than other pupils in Reception and across Key Stage 1 in reading. 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 the RWI programme.</p> <p>Read Write Inc is one of the phonic programmes that is evidenced as effective</p>	<p>Weekly class visits and ILT 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>RWI Lead Teacher</p>	<p>Dec 2016</p> <p>Feb 2017</p>	<p>£10711</p> <p>£13,340</p>

<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' Plan and launch a new whole school attendance initiative and reward for both pupils and parents</p>	<p>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.</p>	<p>Attendance officer deployed to track and monitor attendance levels Inclusion team to work with identified families with low attendance rates</p>	<p>Deputy Head</p>	<p>Dec 2016. Easter 2017 Summer 2017</p>	<p>£10,700 Walking Bus £1000 Breakfast Club £1000</p> <p>REWARDS £1500</p>
<p>To accelerate progress in writing in Y6 so that pupils with PP achieve ARE in line with non and nationally</p>	<p>1-1 tuition and feedback for writing</p>	<p>The Sutton Trust evidence suggests that 1-1 or small group tuition delivered 2-3 times a week for 30 minutes by a teacher is the most effective way of organising such an intervention.</p> <p>It suggests a potential gain of +5 months and up to +9 months for targeted feedback</p> <p>Current Y6 – 52% of pupils with PP began Y6 @ ARE in writing compared to 75% of non PP</p>	<p>Weekly ILT coaching visits Book looks Pupil mentoring and interviews Ark English Lead monitoring visits</p>	<p>Writing Intervention teacher</p>		<p>£39,965</p>
Total budgeted cost						£146,788

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	By having regular dedicated time from a SALT and 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	Weekly meeting with Inclusion Lead to track progress and impact of pupils referred to SALT and EP	Inclusion Manager	Jan 2017	£21,421 Ashley
	Educational Psychologist SLA on site one day a week	Parents can also be supported more effectively to help their children Oral language interventions run by a Speech Therapist or by staff trained by a therapist can have a potential gain of +5 months (Sutton Trust Toolkit)	Half termly Pupil Progress Meetings			£33,000 £21,921 £21,921
	Dedicated Pastoral Team 1 Learning Mentor 2 x ELSAs 1 Support Worker	Learning Mentor supports families with social care involvement to help ensure childrens' needs are being met, helps with the early identification of needs within families, helps co-ordinate multi agency working to ensure families receive the best support to ensure childrens' needs are met ELSA's 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. Pastoral Team provide parenting courses and support and proactively promote improved engagement 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 Identified pupils are well supported through personalised SEMH interventions to help them manage their feelings such as anger – resilience and confidence is transferred back to classroom situations	Weekly meetings with PST team to monitor impact Monitor behaviour but also monitor whether improvements in behaviour translate into the classroom and improved attainment. Monitor exclusion rates			£4681 £13,566

	Development of a Nurture Class	<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 and have a potential gain of +6 months</p> <p>Bespoke and personalised provision to meet the needs of our most vulnerable pupils (all PP) run by a teacher and LSA</p>	<p>Weekly meeting with Nurture Teacher</p> <p>Coaching/ILT visits</p> <p>Half termly Pupil Progress Meetings</p>			
Total budgeted cost						£135,010
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Costs
To support the early identification of attachment difficulties in pupils - to support teachers, parents and pupils in helping to overcome these barriers	<p>Adopt the THRIVE programme</p> <p>Invest in whole school training in THRIVE project</p>	Research has shown that a whole school approach to THRIVE can improve attendance and achievement for pupils who are identified as most vulnerable	<p>Pre and post impact intervention questionnaires and evaluations with pupils, parents and staff</p> <p>Monitor attendance levels</p> <p>Monitor exclusion rates</p> <p>Monitor behaviour and attitudes in lessons</p>	<p>Inclusion Manager</p> <p>Learning Mentor (PST Lead)</p>	<p>Weekly LAPS meetings</p> <p>End of each half term</p>	£1000

			Weekly Learning and Pastoral Support meetings			
Help pupils catch up with their oral language skills	Dedicated LSA in Reception to deliver Nuffield Speech and Language intervention	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.	ILT coaching visits Child observations Data and assessment analysis throughout the programme	LSA EYFS Lead Inclusion Manager		£9600
Total budgeted cost						£292,398

Ark Ayrton PE Sports' Funding 2016/17

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 375 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.

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 56.4% 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

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

- All children in school from Years 3 – 6 have an opportunity to develop their swimming skills at Charter Academy over the course of the year.
- We have enhanced pupils swimming experience by taking them to a specialist provision. This has involved additional costs: hire costs, or providing swim teachers rather than just relying on class teachers to teach. Teachers accompany the pupils to ensure that they are also learning from specialists swimming teachers.
- As an extension to this we offer the opportunity to groups of children to participate in after school swimming club.

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.

Race for Life

- Pupils participate in the sponsored Race for Life and during that week school will provide ingredients for pupils to either take part in a healthy breakfast or healthy cooking lesson as part of the "change for life" initiative. This will develop children's confidence, local community links and contribute towards a healthy lifestyle.

Offsite Sports Events

- To provide experiences for Year 2 and Year 5 pupils with a focus on enrichment and extending skills, for example day visits to an activity centre, eg Sailing Centre or Fort Purbrook Activity Centre.

Equipment

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

Staff Training

- Four 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, working through all classes from Years 3 – 6 giving them opportunities to receive quality swimming lessons in a purpose built facility in order to develop swimming skills essential for pupils living in a seaside town. 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 clubs in dance and games give both boys and girls the opportunity to learn new skills and build on skills taught through the curriculum.
- All pupils are involved in the Race for Life charity event. They plan for the event, take part in a healthy breakfast and then run for various distances dependent upon their age. This develops children's confidence, their understanding of the need for a healthy lifestyle as well as understanding the purpose of charitable events.
- Children in Year 2 and Year 5 attend a day at an activity centre. They experience a variety of challenges throughout the day and participate in sporting activities which are not normally offered by the curriculum.
- Four teachers receive up to date training for offsite activities giving the confidence and skills to take their children on a wide range of activities.
- 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

Amount of funding 2016/17 £9470

Carried forward from 2015/16 £0

Total £9470

Year 6 residential	£2500
Swimming	£3250
Offsite Enrichment	£2000
Race for Life	£500
Staff Training	£1000
Lunchtime and After School Clubs	£2000
Equipment	£1000
TOTAL	£12,250

Reviewing and Improving our Sports Offer

We will review the quality of the sports offer provided at Ark Ayrton Primary Academy on an annual basis.