

## Ark Conway Primary Academy Pupil Premium 2017/2018 - Policy, Allocation, Spend and Impact

### Background

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

### Principles

- At Ark Conway Primary Academy, all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

### Aims

- Our Academy will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The Academy will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

### Practice

How we will ensure effective use of the Pupil Premium



- The Pupil Premium will be clearly identifiable within the budget.
- The Principal, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- The Academy will assess what additional provision should be made for the individual pupils.
- The Academy will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- The Principal will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

### **Provision**

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. specialist software.
- Additional teaching and learning opportunities provided through additional teachers, trained TAs or external agencies.

### **Reporting outcomes**

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support. The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

### **Appeal**

Any appeals against this policy will be through the governor's complaints procedure.

### **Pupil Premium 2017/18 Allocation**

*Based on January 2017 School Census*

<b>Number of primary pupils on roll</b>	<b>Number of primary pupils eligible for the Deprivation Pupil Premium</b>	<b>Percentage of primary pupils eligible for the Deprivation Pupil Premium</b>	<b>Deprivation Pupil Premium allocation 2017/2018</b>
180	48	26.5%	£62 700

### **How are we spending the Pupil Premium?**

The academy draws on research evidence (such as the Sutton Trust toolkit – <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels.

### **Plan/Spend**

<b>Priority 1: Attainment and Progress</b>						
<b>Objective</b>	<b>Why?</b>	<b>Action</b>	<b>Cost</b>	<b>Research Link</b>	<b>AIP Link</b>	<b>Impact/Review</b>
To ensure 100% of pupils pass the Year 1 Phonics Screening Test	Ensure future reading success for all pupils.	1:1 phonics tutoring in Reception and Year 1	£2000	EFF Toolkit: Phonics – moderate impact, low cost.	1.1	93% of children passed the Year 1 phonics screening test. The two children who did not pass have complex SEN needs. 1:1 phonics tutoring has taken place consistently.
To ensure that at least 87% of pupils achieve a Good Level of	Pupil baseline entry is typically low, language	Daily intervention delivered by class teacher.	£1000	EFF Toolkit: Early Years intervention –	1.3	79% of children to achieve GLD. Daily intervention and talk boost



Development in Reception.	development is often required.	'Talk Boost' initiative delivered by Co-teacher.		high impact, low cost. Oral Language Intervention – high impact, low cost.		took place. 5 out of 6 children with Pupil Premium funding achieved GLD.
To provide professional development and support for teachers to ensure children in receipt of Pupil Premium funding, particularly those identified as Prior High Attainers in KS2 make at least expected progress.  Additional focus in Year 5, where progress is lower.	Pupil Premium pupils in KS2 do not typically perform as well as their peers in KS2, especially those identified as Prior High Attainers. Year 5 is a priority year group with progress from KS2 baseline being slow.	Increased Senior Leadership, with pupils grouped within phase to avoid dip at critical points. SLT will support with Co-planning and deliver ILT to teaching team members within phase. The progress of pupils in receipt of Pupil Premium will be a priority focus.	£25 000 to facilitate release time for Assistant and Vice Principals.	Lemov and Bambrick-Santoyo Instructional Leadership model	1.2, 1.4, 1.5.	Co-planning, coaching and staff masterclasses have all had a pupil premium focus.  Children in Year 4 in receipt of PP, made more progress than peers. Use successes in this class to support other classes next year.
To ensure the percentage of Pupil Premium children in KS2, who achieve GDS is in line with their peers.	Pupils in receipt of Pupil Premium funding typically achieve highly in KS1. These pupils are not currently on track to achieve as highly at the end of KS2.	Daily intervention time led by the Class Teacher.  Specialist teacher model for KS2.	£20,000	EFF Toolkit: Small Group Tuition – moderate impact for moderate cost.	1.5	Daily interventions taking place. These are possible due to ATT/Co-teacher in place to release class teachers. Level of children meeting



		ATTs/Co-teachers deployed in upper KS2.  WLZ academic tuition.				GDS is not yet in line, maintain as a priority for next year.
<b>Priority 2: Equality of Access</b>						
To provide equality of access for all pupils to all school visits and residential trips.	All children are able to access a broad and balanced curriculum.	All visits to be subsidised by 50-100% according to need.	£5000	EFF Toolkit: Outdoor adventure learning – moderate impact for moderate cost. Social and emotional learning - moderate impact for moderate cost. Sports participation - low impact, moderate cost.	3.1	Residential trips to Bath and France enabled parents to select 50%/75% or 100% payment. Reminders for parents to speak to school if they had concerns were given on all letters. 100% of PP children attended Y4 Bath trip and Y6 France trip.
To provide equal access to all after school clubs, including breakfast club and after-school care.	All children can access extracurricular activities.	All clubs to be subsidised by 50-100% according to need.	£1100	EFF Toolkit: Social and emotional learning - moderate impact for moderate cost. Sports participation - low impact, moderate cost.	4.3	RRW meets with parents regularly to arrange club payments to ensure these are subsidised according to need.



Priority 3: Wellbeing and Attendance						
To further implement MindUp programme to enable self-regulation and strategies for promoting SEMH wellbeing.	SEMH wellbeing will enable children to demonstrate a readiness for learning and ensure their educational success.	MindUp programme with incorporation of brain breaks to be delivered in every class.  Whole staff to use language of MindUP programme to create mindful environment.	£500	EFF Toolkit: Social and emotional learning - moderate impact for moderate cost. Metacognition and self-regulation – high impact for very low cost.	4.1	MindUp Development Day and Training Sessions have taken place. All classes implement the MindUp programme.
Ensure that attendance for all pupils is at or above 96% and punctuality is less than 1% late.	To maximise learning time.	High profile punctuality and attendance celebrations in assemblies, class time and newsletters.  Early 1:1 meetings with parents to tackle attendance/punctuality concerns	£100	EFF Toolkit: Parental involvement - moderate impact for moderate cost.	2.1	Attendance reviews take place every three weeks. Attendance is celebrated in assemblies and newsletters.
Increase parental involvement within school and local community for pupils in	Parents engagement not always high.	Build partnerships through use of West London Zone programme.	£8000	EFF Toolkit: Parental involvement - moderate impact for moderate cost.	6.4	Partnerships are now stronger – more regular contact with these parents as a result



receipt of Pupil Premium funding.						of WLZ. Uptake is 90%+ for all WLZ activities. Discussions in strategy session to increase involvement for next academic year
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**2017/2018 intended spend: £62 700.**