

Purpose of Report

Ark Schools Board has asked individual school LGBs to consider and discuss the application of Pupil Premium funding. This report gives the context and information to support that discussion.

Recommendation

The LGB is asked to discuss the information below and to indicate its support for the school's approach to the use of Pupil Premium funds.

General Context

- The Pupil Premium is a per-pupil payment, additional to main school funding, which is intended to address underlying socioeconomic inequalities between pupils.
- The Premium was introduced in April 2011 and paid to children eligible for free school meals (FSM pupils) in that year. From April 2012, this was replaced by the 'Ever6' measure i.e. it is paid for every pupil who has been FSM eligible at any point in the last six years.
- The 2016/17 rate of funding has been increased to £1320 per pupil.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.
- New measures will be included in performance tables that will capture the achievement of pupils covered by the Pupil Premium.
- From September 2012, schools have been required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Ofsted Recommendations

Ofsted conducted a survey of Pupil Premium usage during April/May 2012. Recommendations from the findings included the following:

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for FSM where pride, stigma or changing circumstances act as barriers to its take-up
- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively

Aims:

This policy aims to outline how pupil premium funding is used at ARK Conway Primary Academy to raise achievement amongst disadvantaged children. We will use the additional funding to ensure that our most disadvantaged pupils benefit from the same educational opportunities as pupils from wealthier families.

The DFE states that "Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families."

At ARK Conway Primary Academy we will:

- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM pupils
- Track the attainment and progress of pupils on FSM as a group and ensure this is in line with the progress and attainment of the whole class
- Measure the success of intervention programmes through impact analysis

The challenge to establish a clear link between educational expenditure and pupils' learning is harder than you would think. It may seem obvious that more money offers the possibilities for a better or higher quality educational experience, but the evidence suggests that it is not simply a question of spending more to get better results. (Sutton Trust 2012)

To ensure transparency over how we are spending the Pupil Premium funding, we will produce an annual report for parents and families explaining how funds are being spent and why we have made the decisions we have.

2016-2017 Average progress of Pupil Premium Children KS1 & KS2					
Reading	Reading non PP	Writing	Writing non PP	Maths	Maths non PP
-0.1	0	0	-0.4	+0.1	0

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To ensure all children pass the Phonics screening in Year 1	To enable all children to pass the Year 1 screening	1:1 additional Phonics tuition- Appoint/train and support 3 x 1:1 tutor to provide additional daily 1:1 tuition.	£6,500	Phonics (EEF- toolkit: Moderate impact for very low cost)	100% pass rate in Year 1	100% of the children who accessed the Phonics Screening passed. One child was absent for the screening.
To ensure all pupils make accelerated progress in a year & across the key stage.	Targeted progress is higher than national average Lower performers need additional support to attain this accelerated progress in order to 'close the gap'	Teacher Intervention Programme Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.	£6,200	Individual Instruction (EEF Tool Kit- low impact/low cost)	100 % of pupils make more progress than national expectations in reading, writing and maths	Average progress of pupil premium children across KS1&KS2 (shown above) demonstrates that progress of pupils in receipt of PP is largely in line with non-PP.
To provide support for teachers to raise attainment for Pupil Premium Pupils	Lower performers need additional support to attain this accelerated progress in order to 'close the gap'	Deputy Head/Lead teacher to co-plan on a fortnightly basis targeting groups of children such as pupil premium.	£5000	Doug Lemov 'Leverage Leadership' Program	Teachers to plan appropriately to support children who receive Pupil Premium	
To provide support for teachers to raise attainment for Pupil Premium Pupils within the classroom	Lower performers need additional support to attain this accelerated progress in order to 'close the gap'	Graduate Teaching Assistants employed to work as co-teachers in all classrooms.	£7500 Training costs	No current national data for Graduate Teaching Assistants 100% of graduates at Ark Conway progress to qualified teacher status at an exceptionally high level and impact highly on children's achievement suggesting beneficial impact in training years.	Teachers to plan for Graduate Teaching Assistants to support children. This can involve pre-teaching, small group work and Wave 2 interventions.	Co-teachers in all classes enabled teachers to complete targeted support for those children requiring additional support or challenge. 100% of graduates who applied to a teacher training programme were accepted.
To provide Nuffield deprived language programme	Pupils quickly acquire a breadth of language in line with their peers and	Graduate co-teacher providing Nuffield deprived language programme in EYFS	£1000	Individual Instruction (EEF Tool Kit- low impact/low	90%+ children leave EYFS with Expected Level of	87% of pupils in EYFS achieved a Good Level of

	they enter year 1 with vocabulary closer to or in line with their peers	Graduate Co-teacher works with pupils in YR, screening language development and providing ongoing tuition for those whose language development is deprived (not a Speech and Language issue)		cost)	Development in communication	Development.
To provide language support programmes in Key Stage 1	Pupils acquire a breadth of language in line with their peers	Graduate co-teacher providing language programme in Years 1 and 2 and KS2 if needed. Graduate Co-teacher works with providing ongoing tuition and support for those whose language development is deprived (not a Speech and Language issue) Language for thinking programme: resources and training	£1400	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of KS1 children leave Y2 above age related expectations	93% of children in KS1 achieved at least age related expectations in RWM.
To provide support for writing	To enable children to write creatively	Clicker 7: Technology is provided and teachers are trained in order to support children's mastery of writing	£1000	Honoured with the Outstanding Achievement Award at the annual BESA Education Resource Awards.	100% of KS1 children leave Y2 above age related expectations	93% of children in KS1 achieved at least age related expectations in writing.

Equality of Access

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To enable equal access to music tuition	All children are able to learn a musical instrument.	ARK Schools Music All children have the opportunity to learn an instrument. They also have the opportunity to participate in the ARK Schools Music Gala.	£1800	Arts participation (EEF-Low impact for low cost, based on moderate evidence)	All children to have weekly music lessons through ARK Schools music programme.	100% of children accessed the Ark Schools music programme.
To enable equal access for all to after school clubs	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers.	Subsidised after school offer	£2000	After School Programmes (EEF Foundation-Low impact for high cost)	Over 50% of pupils are taking part in at least one after school club	Outcome achieved.
To enable equal access for all pupils to school trips	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips- Costs of school trips subsidised to ensure that no trip costs more than £3.	£3000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children have the opportunity to attend all school trips	Outcome achieved.
To ensure all children have a healthy breakfast	A healthy breakfast evidently has a big impact on learning and concentration.	Free Breakfast club: Free breakfast provided for any pupils/families who require it.	£3000	After School Programmes (EEF Foundation-Low impact for high cost)	Over 15 children to attend Breakfast Club each morning.	Outcome achieved.

Wellbeing and Attendance

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To develop a pupil guarantee for experiences beyond the curriculum	All children receive a guarantee of optional experiences whilst attending ARK Conway.	Pupil Experience Booklets-to create and purchase pupil books with a wide variety of guaranteed experiences for all children.	£500	Social and emotional learning (EFF- Moderate impact for very low cost)	All children to have their own individual pupil experience books. Activities planned to enable children to have the experiences listed in the booklets.	Outcome achieved.
To provide pupil experiences	All children receive a guarantee of optional experiences whilst attending ARK Conway.	Pupil experiences: Children will go on experiences so they can complete their pupil experiences booklets.	£7000	Social and emotional learning (EFF- Moderate impact for very low cost)	Activities planned to enable children to have the experiences listed in the booklets.	Outcome achieved.
To enable all children to arrive at school on-time, ready for learning	To support families who have difficulty getting children to school on time and properly fed	Provide free breakfast Club to support children coming into school calmly and in plenty of time. Male 'mentor' role available for any children who need support to be settled.	£3000	After School Programmes (EEF Foundation- Low impact for high cost)	All children are ready for learning	Outcome achieved.
To enable all children to arrive at school on-time, and be ready for learning	Children need to be settled and comfortable as they go into class at 8.30am	Provide extra resources for Breakfast Club: games, writing and drawing tools	£1000	After School Programmes (EEF Foundation- Low impact for high cost)	All children are ready for learning	Outcome achieved.
To enable children to have a settled end of day and snack	We want to give children access to after school care for families who this would benefit	Provide free access to after school care if needed Provide games and resources to enable children to continue their learning experience after school finishes at 4pm	£2500	After School Programmes (EEF Foundation- Low impact for high cost)	All children are ready for learning	Outcome achieved.

To support children with social emotional difficulties in relationship forming and team work	Children with social and emotional difficulties need a supportive environment to enable their team work skills to develop	Lego therapy: SENCo and Graduate co-teachers are trained to support small groups using Lego therapy	£1000	Social and emotional learning (EFF- Moderate impact for very low cost)	All children are ready for learning	Outcome achieved.
To enable children to develop character and essential skills.	Attitudes, skills and behaviours underpin success in school and work, such as self-control, social skills, motivation and resilience. These areas are of particular importance to children from disadvantaged backgrounds.	Upper KS2 Pathways Programme: Children in KS2 take part in a structured programme including exposure to a variety of experiences to develop character and essential skills. The pathway areas are introduced to prior year groups through the Challenge Curriculum to successfully prepare them for involvement in the Pathways Programme in upper KS2.	£700	Meta-cognition and self regulation (EFF High impact for low cost) Impact of aspirational Interventions currently being researched by EFF. (Currently consider to be moderate cost)	All children leave Ark Conway having developed character and essential skills.	Pathways programme implemented.

Numbers of Pupils receiving Premium funding	Premium funding per pupil	Total (predicted) Pupil Premium Income for 2015/16	Total Pupil Premium spending for 2015/16
41	£1320	£54 120	Predicted: £54 100