

Ark Conway Primary Academy Pupil Premium 2019/2020 - 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 2019/20 Allocation

Number of primary pupils on roll	Number of primary pupils eligible for the Deprivation Pupil Premium	Percentage of primary pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium allocation 2019/2020
209	40	19.1%	£52,800

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:

Priority 1: Quality First Teaching, Early Identification and Support		
Objective	Action	Impact/Review
Ensure that pupils have a strong start to their primary education, with at least 87% of pupils achieving a Good Level of Development in Reception, in order to overcome typically low baseline levels and ensure language development is an early priority.	<p>Home visits will be carried out for all children starting in Reception. Staff will highlight key upcoming community events for parents to take part in, as well as discussing any additional needs that pupils have and preparing to support them on their entry into the school.</p> <p>All members of SLT and the school SENCO to regularly spend time in Reception class to provide additional interventions, along with supporting early identification of additional needs.</p> <p>Training for the EYFS team, through the Ark EYFS Lead, alongside well planned visits to other successful EYFS departments in a range of settings.</p>	<p>Home visits completed and community events highlighted.</p> <p>SLT and SENCO spent time in Reception ensuring that those with additional needs were identified and supported early on.</p> <p>EYFS team received training from Ark.</p> <p>Phonics workshops took place for Reception and Year 1.</p>

	<p>Talk Boost training for EYFS team and implementation to be monitored by SENCO.</p> <p>Phonics resources and workshops to be provided to parents in both Reception and Year 1 to ensure that they are well prepared to support their child's reading at home.</p>	
<p>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.</p>	<p>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 in coaching, masterclasses and learning dialogues.</p> <p>'Path to Success' will be used in all classrooms, to ensure teaching staff support and challenge all pupils appropriately and at the most appropriate time. Training will be provided to all staff to support this decision making process.</p> <p>Masterclasses for all staff, both teaching and support staff, to ensure consistency in behaviour management strategies.</p> <p>Assistant Principal will complete Ark's LEAD programme and a middle leader will also be completing the Ark NPQML.</p>	<p>Coaching observations were led by data and PP chn were prioritised.</p> <p>Path to success training delivered and reviewed regularly in masterclasses</p> <p>Behaviour strategies developed in masterclasses. More time required on embedding changes to policy.</p> <p>AP completed LEAD programme until maternity leave. Middle leader's NPQML paused and resumed following school closure</p>
<p>Increase the percentage of Pupil Premium children in KS2 who achieve GDS, in order to ensure pupils are well prepared for entering secondary education.</p>	<p>All classes to have a co-teacher or a trainee teacher, in addition to the class teacher. This will ensure that intervention time, led by the Class Teacher, can take place daily.</p> <p>Specialist teacher model for KS2, allowing staff to have expert knowledge in their field, supported through the Ark network subject meetings.</p> <p>West London Zone membership will ensure that selected pupils can take part in additional academic experiences.</p>	<p>Co-teacher model embedded across the school and supported to be successful through coaching and feedback and training</p> <p>Specialist teacher model continued until school closure</p> <p>WLZ provided additional experiences and this continued during school closure.</p>



Priority 2: Curriculum Offer		
Objective	Action	Impact/Review
Provide a knowledge rich curriculum that all pupils can access and which increases their cultural capital.	<p>Implementation of the ACP curriculum into additional year groups will include training for staff and workshops for parents.</p> <p>Enquiry questions will be incorporated into all ACP and Challenge Curriculum topics, with weekly home learning prompts providing varied opportunities for learning.</p> <p>Develop assessment of non-core subjects to ensure all pupils gain the required knowledge.</p> <p>Exhibitions to take place in all year groups at the end of each half term.</p>	<p>ACP was introduced into the additional year groups. 100% attendance at training.</p> <p>Home Learning enquiry questions embedded in all year groups.</p> <p>Assessment and exhibitions still to be developed further (due to closure of school – COVID-19)</p>
Ensure that our curriculum maximises the full potential that our specific community can offer.	<p>Frequent visits from ‘experts’ who can provide additional knowledge and inspiration for pupils, as well as external visits that include time with experts.</p> <p>Communication with parents and local businesses/universities to increase the number of experts from within these groups.</p> <p>Carefully planned parent workshops to provide support for parents to support learning at home and to provide further information on how they can also support in school.</p>	<p>Expert visits took place in most year groups</p> <p>Home learning workshop provided for all year groups.</p>



<p>Ensure language development is a priority at all stages of learning.</p>	<p>Habits of discussion to be used in all learning opportunities (e.g. in lessons and also at lunch time/play time).</p> <p>All staff (both teaching and support staff) to support all pupils in consistently using grammatically correct, full sentences.</p> <p>Mixed attainment partnerships to be used in all lessons across the year groups, to support use of language between pupils.</p> <p>All lessons to provide regular opportunities for pupil talk, both in partners and in groups.</p> <p>Reading journals to be used in upper Key Stage 2 to develop independence.</p>	<p>English masterclasses included prioritising spoken grammar across the school.</p> <p>Mixed partnerships present in all classes.</p> <p>Pupil talk observed and supported through coaching and feedback.</p> <p>Reading journals embedded fully in upper key stage 2.</p>
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Priority 3: Cultural Capital		
Objective	Action	Impact/Review
<p>Provide equal access to all after school clubs, including those led by internal and external practitioners.</p>	<p>All after school clubs to be subsidised by 50-100% according to need.</p> <p>Pelican music instrumental lessons to be subsidised by 50% for a number of pupils.</p> <p>1:1 meetings with parents whose children receive PP to ensure they know what support is available</p>	<p>Clubs subsidised.</p> <p>Pelican music subsidised for a number of pupils in a range of year groups.</p> <p>Meetings took place with most parents of those receiving PP funding.</p>
<p>Provide equality of access for all pupils to all school visits and residential trips.</p>	<p>All visits to be subsidised by 50-100% according to need.</p> <p>1:1 meetings with parents whose children receive PP to ensure they know what support is available</p>	<p>Visits subsidised.</p> <p>Meetings took place with most parents of those receiving PP funding.</p>



<p>Provide equality of access for all pupils to all enrichment activities.</p>	<p>Free swimming lessons offered to all pupils, whilst they are in Reception, Year 1 and Year 6. Additional resources provided for pupils where required.</p> <p>Woodland Adventures are accessible for all pupils, with additional resources provided as required.</p>	<p>Swimming took place for Y6 and Y1, Reception could not attend due to closure of the school (COVID-19)</p> <p>Woodland adventures made accessible to all, via provision such as wellies and coats</p>
<p>Build self-esteem and raise aspiration for all pupils, developing skills needed to be successful in school and beyond.</p>	<p>Providing all resources required for pupils to be able to take part in whole school poetry slam.</p> <p>Providing resources, as required, for pupils to be able to take part in internal and external sports competitions.</p>	<p>Poetry slam resources printed where required.</p> <p>Printed work also provided to those requiring it during closure of the school.</p> <p>Resources provided for sports competitions.</p>

Priority 4: Well-being and Attendance		
Objective	Action	Impact/Review
<p>Increase parental involvement within the school and also the wider community.</p>	<p>Build partnerships through use of West London Zone programme.</p> <p>Invite parents of children in receipt of PP to take roles as Parent Links for our Parent Forum. Support parents in these roles.</p> <p>Invite parents of children in receipt of PP to take roles in setting up stalls at Christmas and Summer Fairs.</p>	<p>Partnerships with Beanstalk, Place2Be etc built via WLZ.</p> <p>Additional parents of children receiving PP funding are now on Parent Forum team</p> <p>Summer fair did not take place due to COVID-19</p>
<p>Embed mental health provision for all to support pupils with self-awareness and self-regulation.</p>	<p>MindUp programme with incorporation of brain breaks to be delivered in every class.</p> <p>Whole staff to use language of MindUP programme to create mindful environment.</p>	<p>MindUp programme partially in place.</p> <p>Place2Be and Place2Talk embedded</p>



	<p>1:1 Place2Be sessions provided for a number of pupils. Place2Talk available for all pupils across the school.</p>	
<p>Ensure that attendance for all pupils is at or above 96% and punctuality is less than 1% late.</p>	<p>High profile punctuality and attendance celebrations in assemblies, class time and newsletters.</p> <p>Early reminders and 1:1 meetings with parents to tackle attendance/ punctuality concerns</p> <p>Where required, using reward charts with pupils to build the home-school connection</p> <p>Make referrals to the Early Help team where pupil attendance falls below 90%</p> <p>Introduce alternative clubs and responsibilities before school to encourage pupils to be on time each day</p>	<p>Punctuality and attendance celebrated in assemblies and newsletters.</p> <p>1:1 meetings carried out where concern arose. Phone calls during school closure ensured that pupils were completing work and safeguarding checks also took place.</p>
<p>Following the 'five ways to well-being' to ensure that pupils have the tools required to support their well-being.</p>	<p>All pupils will take part in the Daily Mile and weekly Zumba</p> <p>Gardening will be available through West London Zone and a weekly gardening club</p> <p>Whole school Elf week – pupils will be supported to do kind things for another person in the school</p> <p>Woodland Adventures – pupils throughout the school will connect with nature and learn key life skills</p>	<p>Daily Mile and Zumba implemented.</p> <p>Gardening club in place.</p> <p>Elf week completed. Positive feedback from parents and pupils.</p> <p>Woodland Adventures took place in Reception but not for whole school due to COVID 19</p>
<p>Build self-esteem of identified children by ensuring they are well-prepared for school.</p>	<p>Uniform items to be subsidised by 50-100% according to need.</p> <p>Resources to be purchased for children according to need e.g. home learning materials</p>	<p>Uniform subsidised where required.</p> <p>Home learning materials purchased, particularly for time during school closure.</p>

	Home visits to take place for all new pupils joining the school in order to learn more about their individual needs	Home visits for new children in other year groups than Reception did not take place due to COVID 19.
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2019/2020 intended spend: £52,800.