

1. Summary information					
School	Ark Tindal Primary Academy				
Academic Year	2016-2017	Total PP budget	£265, 665	Date of most recent PP Review	Jan 2017
Total number of pupils	410	Number of pupils eligible for PP	172	Date for next internal review of this strategy	Sept 2018

2. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and whether you will continue with this approach)	Cost
Improved combined attainment of PP pupils.	To continue to utilise the RWInc phonics programme to improve the reading capacities of our underachieving pupils.	<p>Success Criteria: Met Impact: Pupil Premium attainment improved and above NPP.</p> <p>Summer 2 In year 3 7 PP pupils remain on RWInc compared to 4 non-pp however 3 pp pupils are on the final stage of the programme.</p> <p>In year 4 96% of PP pupils have completed the RWInc programme in comparison to 84% non-PP.</p> <p>There are 6 PP pupils in Y5 and 6 on the RWInc programme and these pupils are newly arrived to the country and are making rapid progress.</p> <p>In total there are 45 pupils in KS2 on the RWInc programme and 15 of these are PP.</p> <p>Phonics Results 81% of PP pupils passed the phonics check in comparison to 54% of non-PP.</p>	<p>To continue with RWI.</p> <p>Introduce booster sessions in the morning for KS2 pupils to ensure that catch up does not detract from their class timetable. Phonics to be taught by the most experienced teachers. Training for all new staff and weekly monitoring by RWInc Lead to commence from September. Masterclasses to be run fortnightly.</p>	£6864

Opportunities for teachers to improve their teaching through observations, team teaching, subject specific CPD, planning support and targeted pupil support.

Staff training on use of assessment to inform teaching and high quality feedback.

Co-planning to focus on ensuring planned challenge for these pupils.

CPD on providing challenge for high attaining pupils.

Peer observation of good practice.

Success Criteria: Met
 Staff training around the use of data and assessment to inform planning and delivery was delivered and as a result all staff produced targeted action plans for PP pupils. Book scrutinies and pupil voice demonstrated that teachers were using data to focus on groups of pupils and as such attainment increased.



Whole school combined RWM shows PP pupils attained 9% more highly than non-PP pupils. Progress shows that 91% of PP pupils made at or above expected progress in comparison to 88% on non-PP pupils.

Good practice was shared across the school (planning, CPD, peer obs, data usage) and data demonstrates the impact that this had.

Continue with actions but identify disadvantaged more able pupils and compare to other pupils nationally and plan strategies to further raise attainment and progress.

Half termly book scrutinies for all staff, any falling below good will be scrutinised weekly until improved to the required standard.

Co-planning on a weekly basis led by DHT.

Planning to be handed in before teaching to check for challenge.

£6600

i. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>Intervention staff deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.</p> <p>Weekly small group sessions in maths and English for high-attaining pupils.</p> <p>EAL teacher and TA employed - additional staffing expertise to target individual/small group EAL PP support.</p> <p>To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech.</p>	<p>Success Criteria: Met.</p> <p>EAL pupils attained 4% more highly across the school in RWM. 93% made at or above expected progress in comparison to 89% of non-PP pupils.</p> <p>Targeted support to provide intervention for maths and English resulted in:</p> <p>Reading:</p> <p>PP pupils attained more highly than non –PP pupils 78 v 71% with 88% making at or more progress in comparison to 81% non-PP.</p>	<p>Continue with actions but identify disadvantaged more able pupils and compare to other pupils nationally and plan strategies to further raise attainment and progress.</p> <p>Third teacher model in place to ensure targeted pupils are taught by a qualified teacher to raise standards.</p> <p>Investigate gaps in particular year groups to ensure staff have action plans in place for the appropriate pupils.</p> <p>Easter school, Saturday school and morning school will run again.</p>	£116, 701

To provide targeted small group teaching to accelerate SATs attainment levels.

Booster classes / Easter school/ Saturday school for Y6 pupils identified as needing extra input.

Action Tutoring to target 14 PP children and have weekly sessions before school.

Morning school to begin three days per week from January.

Writing:



PP pupils attained more highly than non –PP pupils 75 v 62% with 88% making at or more progress in comparison to 82% non-PP.

Maths:

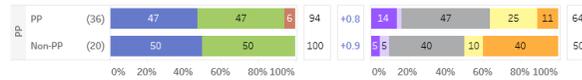


PP pupils attained more highly than non –PP pupils 82 v 72% with 93% making at or more progress in comparison to 90% non-PP.

The oracy policy was implemented by middle leaders to support teachers to broaden vocabulary. The impact of this is seen in the writing data.

Small group teaching took place every afternoon from February half term onwards. There were four days of Easter school and ten Saturday school sessions. Morning school ran from January three mornings a week until four weeks before SATs when morning school ran for five mornings per week.

Year 6 impact



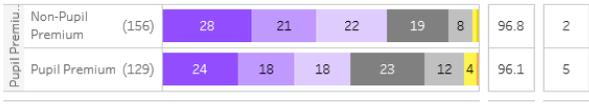
Two pupil premium pupils made less than expected progress; these two pupils had extenuating circumstances. 100% of non-PP pupils made expected progress.

64% of PP pupils in Y6 achieved combined ARE compared to 50% of non-PP pupils.

Of the 20 PP pupils attending Saturday and Easter school 5 did not achieve the required standard. This demonstrates impact on 75% of PP pupils.

Of the fourteen PP pupils attending morning tutoring 5 did not achieve ARE demonstrating impact on 64% of pupils.

i. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>To deploy Behaviour Lead to improve pupil engagement and behaviour for learning of more vulnerable pupil groups, and deliver enrichment activities for disadvantaged pupils.</p> <p>To deploy Outreach Worker to continue to improve, develop and enhance parental engagement with the Academy and the learning of their children.</p> <p>Continue parenting classes and English classes to boost engagement across school.</p>	<p>Success Criteria: met</p> <p>Behavioural incidents reported increased from 114 to 199. This reflects the training that was given to all staff regarding what should be reported. As such low-level incidents rose but serious incidents decreased from 39 to 13 as intervention was put in place to halt low-level behaviour issues.</p> <p>Fixed Term exclusions down to 1(PP) from 3 in the previous year.</p> <p>Report cards issued rose from 117 to 119.</p> <p>60% of pupils receiving mentoring from the Behaviour Lead were PP.</p> <p>Impact: 42% of families supported by Ms Mockbil were parents of Pupil Premium pupils. This is in-line with the proportion of pupil premium families within school.</p> <p>The Outreach Worker has organised ‘in-house family learning’ opportunities.</p> <p>These have enabled parents to be part of the school community and ethos, as well as improve their skills and knowledge resulting in the raising of aspirations of parents for their children.</p> <p>Courses arranged: Employability, First Aid and Approachable</p>	<p>To continue with the support and make sure that records evidence the support given to parents of Pupil Premium pupils to assess the impact on pupil’s academic progress and well-being.</p>	<p>£29, 016</p>

		<p>Parenting. In addition to these regular coffee mornings and fund raising events have taken place.</p> <p>The Outreach Worker has also sign-posted parents to various agencies including the school nurse.</p>																		
	<p>Ensure that attendance of PP pupils remains high through breakfast club, walking bus, mini-bus and rigorous processes being followed if pupils are absent.</p>	<p>Success Criteria: Met</p>  <table border="1" data-bbox="705 574 1294 678"> <tr> <td>Non-Pupil Premium (156)</td> <td>28</td> <td>21</td> <td>22</td> <td>19</td> <td>8</td> <td>96.8</td> <td>2</td> </tr> <tr> <td>Pupil Premium (129)</td> <td>24</td> <td>18</td> <td>18</td> <td>23</td> <td>12</td> <td>96.1</td> <td>5</td> </tr> </table> <p>Pupil Premium absence has dropped from 4.9% in 2015-2016 to 3.9% in 2016-2017. PP pupils attendance is now slightly higher than non-PP attendance (+0.7%). The mini-bus, walking bus and breakfast club and support from the Attendance Lead has seen lates stabilise. There was a large drop between 2015 (1461 lates) to 2016 (302). The timings of the school day have changed and as school is starting at an earlier time we expect to see a rise in lates during the Autumn term. The Attendance Lead will follow up all persistent lates to ensure the numbers do not rise across the year.</p> <p>In addition to this there have been workshops for parents, home visits, rewards assemblies, information on the school website and newsletters including first calls made by the Attendance Lead.</p> <p>52% of pupils accessing this support were pupil premium.</p> <p>70% of pupils accessing breakfast club were Pupil Premium.</p>	Non-Pupil Premium (156)	28	21	22	19	8	96.8	2	Pupil Premium (129)	24	18	18	23	12	96.1	5	<p>To continue working with parents to push attendance to 97%.</p> <p>Ensure that all procedures are followed regarding term time holidays and taking pupils off the school register.</p>	<p>£29, 982</p>
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		<p>63% of pupils accessing the walking bus were Pupil Premium.</p> <p>62 % of pupils accessing the mini bus were Pupil Premium.</p>		
	INSPIRE workshops	<p>Success Criteria: Partially met.</p> <p>All year groups ran INSPIRE workshops and parents reported that they found them a helpful way to support their children however to have real impact these need to be more frequent and support all areas of the curriculum.</p>	<p>To continue with the INSPIRE workshops on a termly basis for each term.</p> <p>Ensure that e-safety is taught as part of the school curriculum and pupils to be taught how to keep them safe on-line.</p> <p>E-safety work-shops for parents so that they have the knowledge to monitor their children's usage of the internet. (Liaise with the Family Support Worker and local police)</p>	£2870
	<p>Enrichment activities within the curriculum – support funding for trip / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities.</p> <p>Resources to enhance target curriculum areas across all year groups.</p>	<p>Success Criteria:</p> <p>Links were made with universities which have enthused pupils to think about their own futures and the paths that they can take to achieve their goals.</p> <p>Pupils have taken part in various challenges such as maths, debating, spelling and writing and art competitions across all age ranges.</p> <p>Resources have been purchased to support the new curriculum and inspire a love of learning. These have been well received by the pupils and initial work using these resources is of a higher standard than the previous year.</p>	<p>Further work to enrich the curriculum and ensure all pupils can access the wide variety of new and challenging opportunities.</p>	£38,905

			Total Spend: £266, 302	
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