

1. Summary information					
School	Ark Tindal Primary Academy				
Academic Year	2015-16	Total PP budget	£276,246	Date of most recent PP Review	07/2016
Total number of pupils	408	Number of pupils eligible for PP	210		

2. Review of expenditure			
Previous Academic Year		2015-16	
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)
Improved outcomes in Phonics in Year 1.	RWInc. training Development days for staff in London and Birmingham Booster RWInc. sessions RWInc. Books and resources Year 1 Intervention for phonics	Success Criteria: Met Impact: Pupil Premium attainment improved and above NPP. Year 1 Baseline in Reading 28% on track (Age Related Expectations) Pupil Premium 35% on track (Age Related Expectations) Non-Pupil Premium Summer 2 76% Pupil Premium 69% Non-Pupil Premium	To continue with RWI. Introduce training for Teaching Assistants to deliver 'Fresh Start' for Year 5 and 6 to improve phonics and writing skills.

<p>Enhanced experiences which in turn have developed pupil confidence, experienced the arts and increased writing opportunities</p>	<p>Trips organised E.g. Kingswood residential, trips to London and the local area</p> <p>Subsidising the cost of Enrichment visits</p> <p>Debating Team & travel to London.</p> <p>Big Brum Bus</p> <p>Opportunities to learn an instrument 'Violins for School' & Purchase of violins</p> <p>Music Services- Ukelele & drums (ARK)</p> <p>Violin Teacher</p> <p>Visit to the Rep</p>	<p>Success Criteria: met Impact: All Pupil Premium pupils in KS1 and KS2 show improvement in attainment. The writing data shows that the Pupil Premium pupils' attainment is above Non Pupil Premium pupils except in Y4.</p> <p>The data also shows that the gap between Pupil Premium and Non Pupil Premium pupils is small, except for Year 5 where the Pupil Premium pupils outperform Non Pupil Premium.</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>
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		<u>Baseline</u> Year 1 Pupil Premium 28 Non Pupil Premium 26 Year 2 Pupil Premium 34 Non Pupil Premium 32 Year 3 Pupil Premium 57 Non Pupil Premium 47 Year 4 Pupil Premium 59 Non Pupil Premium 61 Year 5 Pupil Premium 44 Non Pupil Premium 36 Year 6 Pupil Premium 26 Non Pupil Premium 35	<u>Summer 2</u> Year 1 Pupil Premium 72 (+44) Non Pupil Premium 70(+44) Year 2 Pupil Premium 79 (+45) Non Pupil Premium 73 (+41) Year 3 Pupil Premium 70 (+13) Non Pupil Premium 64 (+17) Year 4 Pupil Premium 72 (+13) Non Pupil Premium 79 (+18) Year 5 Pupil Premium 81(+37) Non Pupil Premium 59 (+23) Year 6 Pupil Premium 79 (+53) Non Pupil Premium 76 (+41)	
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ii. 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)
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<p>Pupil Premium pupils make good progress from their starting points.</p> <p>Pupil Premium pupils meet national levels of attainment</p> <p>Gap closed between Pupil Premium and non-Pupil Premium pupils.</p>	<p>Employment of an additional Teacher in Y6</p> <p>TA Intervention- Y6 & Y2</p> <p>Year 2 ATT to support class releasing teacher to deliver interventions</p> <p>SATS Easter and Saturday schools.</p> <p>Staff costs</p> <p>Morning School & Breakfast</p> <p>AHT & HT - costs</p> <p>Saturday School – Teachers</p> <p>Daily Writing Intervention – 5hrs per week (AHT & HT)</p> <p>After school Club (2 hrs X 6 weeks)</p> <p>All teachers (15)(45 mins x4 weeks SATS preparation)</p> <p>Daily intervention</p>	<p>Success Criteria: Met.</p> <p>KS1 all & Pupil Premium Reading 81% & 82% (NA 74.1%) Writing 78% & 83% (NA 65.5%) Maths 83% & 90% (NA 72.6%)</p> <p>KS2 all & Pupil Premium Reading 76% & 71% (NA 65.7) Writing 78% & 79% (NA74%) Maths 82% & 79% (NA69%)</p> <p>Impact: Year 2 and Year 6 SATs results exceeded national averages including the achievement of Pupil Premium pupils. In KS1 the Pupil Premium pupils are working above Non Pupil Premium pupils. KS2 The gap between Pupil Premium and Non Pupil Premium pupils is small. (1/2 pupils)</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>Investigate why the gap is 10% in reading between Pupil Premium and Non Pupil Premium and put strategies in place to ensure accelerated progress and closing of the gap.</p>
		<p>KS1 (Y2) Baseline for Reading 79% for Pupil Premium 61% for Non Pupil Premium</p> <p>Baseline for Writing 34% for Pupil Premium 32% for Non Pupil Premium</p> <p>Baseline for Maths 66% for Pupil Premium 58% for Non Pupil Premium</p> <p>KS2 (Y6) Baseline for Reading 50% for Pupil Premium 59% for Non Pupil Premium</p> <p>Baseline for Writing 26% for Pupil Premium</p>	<p>Summer 2 86% 73%</p> <p>Summer 2 79% 73%</p> <p>Summer 2 90% 77%</p> <p>Summer 2 74% 84%</p> <p>Summer 2 79%</p>	

	<p>groups 2 hrs/day</p> <p>Morning Library Reading Club</p> <p>Interventions – RWI</p> <p>Training for TAs in RWI</p> <p>Education City – Language programme</p> <p>Maths Mastery</p> <p>Easy Maths</p> <p>Y5 & 6 Study books</p> <p>Peter’s Books – to close the reading gap</p> <p>Nelson Programme</p> <p>Badger Books – to close the gap</p> <p>Homework Club</p> <p>Reading tutor</p> <p>Refurbishing and building of a new classroom for interventions</p> <p>Mathletics Club</p>	<p>35% for Non Pupil Premium</p> <p>Baseline for Maths</p> <p>34% for Pupil Premium</p> <p>47% for Non Pupil Premium</p> <p>Impact: KS1 Pupil Premium working above Non Pupil Premium and continue to do so after support. The gap between Pupil Premium pupils and Non Pupil Premium has widened gap in Writing and Maths.</p> <p>KS2 PP closed the gap in attainment.</p>	<p>76%</p> <p>Summer 2</p> <p>82%</p> <p>82%</p>	
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<p>Newly arrived & EAL pupils new to the academy make at least Ark progress measures,</p>	<p>Specialist EAL teacher to lead induction and newly arrived</p>	<p>Success criteria: not fully met.</p> <p>Due to the lack of quality EAL teachers, the school was unable to appoint an EAL teacher; instead the money was used to appoint a consultant to carry out a strategic piece of work to implement a system.</p> <p>This work in collaboration with a newly appointed Deputy Head for Inclusion resulted in a new induction and assessment process and pupil admissions forms.</p>	<p>New EAL teacher and TA appointed that will continue the work with newly arrived pupils using a specific programme.</p> <p>New data system to be introduced which identifies newly arrived and new to Ark pupils. (Scholar Pack)</p> <p>Introduction of EAL tracking system to measure progress of pupils.</p>
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iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>Families of Pupil Premium pupils (hard to reach) engaged in academy life.</p> <p>Parent skills and confidence improved.</p>	<p>Family Worker to target hard to reach families through various initiatives.</p>	<p>Success Criteria: met Impact: 32 % of families supported by Ms Mockbil were parents of Pupil Premium pupils.</p> <p>The Family Support Worker has organised ‘in-house family learning’ opportunities. 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 parenting. In addition to these regular coffee mornings, fund raising events have taken place. 20% of parents achieved qualifications for ESOL.</p> <p>The Family Support worker has also sign-posted parents to varying agencies including the school nurse.</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>Improve attendance and punctuality.</p> <p>Meet the target of 96%</p>	<p>Attendance Lead to introduce a number of initiatives to improve punctuality and attendance.</p> <p>Mini bus and driver with TA assistant</p> <p>2 walking buses (4 adults)</p> <p>Breakfast club Support for PP families</p> <p>Home visits</p> <p>Promotion of attendance punctuality on school website, display boards, assemblies, rewards.</p> <p>First calls</p> <p>Spotlighting</p>	<p>Success Criteria: Partially met.</p> <p>Pupil Premium absence has dropped from 5.39% to 4.9% in line with the 'Non-pupil Premium pupils'. The introduction of the mini-bus, walking bus and breakfast club and support from the Attendance Lead has also seen a reduction in late arrivals from 1461 to 302.</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>47% of Pupil Premium pupils have accessed the support available.</p> <p>75% of pupils accessing breakfast club were Pupil Premium.</p> <p>61% of pupils accessing the walking bus were Pupil Premium.</p> <p>67 % of pupils accessing the mini bus were Pupil Premium.</p>	<p>To continue working with parents as the attendance for all pupils including Pupil Premium has not reached the target of 96%.</p> <p>Better planning of school inset days around EID.</p> <p>Ensure that all procedures are followed regarding term time vacations and taking pupils off the school register.</p>
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<p>Improve access to the curriculum for those with behaviour difficulties.</p>	<p>Behaviour Lead to work with children with challenging behaviours.</p> <p>Lunchtime activities.</p> <p>Gardening Club</p> <p>Report Cards</p> <p>Support in classrooms</p>	<p>Success Criteria: Partially met.</p> <p>Behavioural incidents reported reduced by 142. Serious incidents down from 52 to 40. Fixed Term exclusions down to 2(PP) from 3.</p> <p>Report cards issued down to 117 from 213. This is largely due to a decrease in lunchtime incidents due to the increase of lunchtime activities and clubs.</p> <p>13% of PP pupils received support from the 'Behaviour Lead.'</p>	<p>To continue with the initiatives.</p> <p>Furthermore 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)</p>
<p>iv. Sports Premium</p>			
<p>To enhance pupils health through the employment of a Sports coach and Sports Clubs</p> <p>To decrease the numbers of pupils identified as obese.</p>	<p>Sports Premium</p> <p>Fit4Schools allocation</p>	<p>Success Criteria: Partially Met</p> <p>Prevalence of overweight and obesity for Reception Pupils lower than Birmingham.</p> <p>Year 6 Higher than Birmingham.</p>	<p>Further work on healthy living for pupils and parents.</p>