

Annex 1a: Pupil premium strategy statement

1. Summary information					
School	Ark Tindal				
Academic Year	2017/18	Total PP budget	£264,480	Date of most recent PP Review	09/2017
Total number of pupils	404	Number of pupils eligible for PP	178	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
Results from Y6 2017	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving ARE or above in reading, writing and maths	64% (50% nonPP)	61%
Progress in reading	+0.7 (0.8 non PP)	
Progress in writing	+1.1 (+1.4 non-PP)	
Progress in maths	+0.4 (+0.7 non-PP)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment in Reading, Writing and Maths for PP children is on par and in some year groups higher than other non pupil premium children where intense intervention was in place in the previous school year. This needs to continue. Writing shows the largest attainment gap between PP and non-PP and this is where most impact needs to be seen
B.	Quality of teaching – all teaching must be at least consistently good as verified by data, observations and work produced. High ability pupils who are eligible for PP are making less than expected progress this is a whole school trend
C.	Pupil agency and the opportunity to affect change – pupils often have a fixed mind-set to learning and need the freedom and strength of mind to speak up and make change happen
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement and support for learning at home. (Language barrier)
E.	Lack of enrichment opportunities (including affordability of experiences offered in-school)
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improve combined attainment of Pupil Premium children Combined attainment in RWM for PP children is in-line with non-pupil premium children and at least 85% in all year groups. Measured through robust teacher assessments and internal tests results. Rates of PP children passing the phonics test is in line with non-PP (90% target)
B.	All teaching in every class is consistently good or better leading to higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP. Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage1 and 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Pupils have a voice that is heard and make changes Playtimes are structured and settled with a range of activities on offer. Pupils share what matters to them in and out of the

		classroom to make them active learners
D.	Parental engagement and support for learning at home. (Language barrier)	All parents are engaged and support the school by attending INSPIRE workshops, parents evenings, community events hosted by the school etc. Courses are run in-school to ensure parents can access English to enable them to support the learning of their child.
E.	Lack of enrichment opportunities (including affordability of experiences offered in-school)	Curriculum is developed to ensure all pupils are exposed to a wide range of experiences and these are funded by the school where necessary. PE kit/ uniform to be funded by the school as necessary to give all pupils the feeling of belonging.

5. Planned expenditure

Academic year: **2017/18**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All teaching in every class is consistently good or better leading to higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP. Improved combined attainment of PP children.	To continue to utilise the Read Write Inc Phonics programme to improve the reading capacities of our underachieving pupils.	RWI is an effective intervention in ensuring that disadvantaged pupils attain national expectations in reading and phonics. It has been adopted as a whole school approach to address the underachievement of pupils. The Sutton Trust T&L toolkit advocates this as a low cost intervention with high impact.	Teacher training x 3 days for all new staff, development days for all staff involved RWI lead will receive extra training and share expertise by coaching teachers during the sessions daily, RWInc Lead to assess and monitor during all daily sessions. RWI trainer to support RWI Lead and take part in joint monitoring of quality of RWI teaching including across sites to include Ark Kings All KS2 pupils still on RWInc programme to attend morning boosters to ensure they receive the full class timetable as well as reaching the end of the RWInc programme.	RWInc and English Lead Network Lead for T&L to review impact Link governor to evaluate action plan with RWInc Lead and monitor numbers of pupils on the programme	Jan 2018 Outcome: all KS2 pupils who have been at Tindal since EYFS to finish the programme by Year 3, Spring two at the latest unless the pupil has a specific need. Pupils newly arrived will have boosters to help them progress through the programme rapidly.

<p>Improved combined attainment of PP children.</p> <p>All teaching in every class is consistently good or better leading to higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP.</p>	<p>Opportunities for teachers to improve their teaching through observations, team teaching, subject specific CPD, support with planning, targeted pupil support including the writing of CAP to specifically target PP pupils.</p>	<p>We want to offer high quality teaching to all pupils to drive up results. CPD delivered will offer both pedagogical knowledge and subject knowledge (weaknesses identified in previous inspections) These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Planned monitoring of quality of planning, teaching and assessment by SLT to include book and planning scrutinies, learning walks and pupil conferencing. Governors to complete a book scrutiny at every LGB to quality assure reports and to speak to the pupils whose books are being looked at. All staff to conduct peer observations with specific focus on PP v non PP chn.</p>	<p>HoS, DHT Network Leads LGB</p>	<p>Jan 2018 Outcome: all pre-September staff to be demonstrating consistently good or better teaching by end of Autumn 1. All NQTs to be demonstrating areas of good by end of Autumn 2 and be consistently good in all lessons by Summer 2.</p>
<p>Improved combined attainment of PP children.</p> <p>All teaching in every class is consistently good or better leading to higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP.</p>	<p>Staff training on use of assessment to inform teaching and high quality feedback.</p>	<p>Many different evidence sources suggest high quality feedback is an effective way to improve attainment - this is something we have begun to embed across the school and now needs reinforcing to ensure that feedback is purposeful and drives progress. Feedback must be targeted to create a dialogue between teachers and PP pupils thereby accelerating progress.</p>	<p>CPD session delivered to all staff and refined termly to reflect growing knowledge base. Weekly monitoring of books focusing on identified vulnerable pupils. LGB to also undertake book scrutinies at every meeting and to discuss learning with pupils. Morning CPD to focus on areas of concern, and marking surgeries to be regular.</p>	<p>SLT Subject Leads Network Leads LGB</p>	<p>Jan 2018 Outcome: all staff observed giving effective feedback whether this be verbally or in books by Spring 1.</p>
<p>All teaching in every class is consistently good or better leading to higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP.</p> <p>Improved combined attainment of PP children.</p>	<p>Co planning to focus on ensuring planned challenge for these pupils.</p> <p>CPD on providing challenge for high attaining pupils.</p> <p>Peer observation of good practice .</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Ark monitoring reports and internal monitoring have highlighted a lack of challenge for more able pupils.</p>	<p>Co planning sessions supported by Network Leads and SLT. Morning CPD sessions to deliver training. Book, planning scrutiny and observations to triangulate to ensure robust intervention for these pupils. CoG to review PP spending and monitor data with HoS on no less than a half-termly basis.</p>	<p>SLT English lead Network Lead CoG</p>	<p>Jan 2018 Outcome: all pupils whose PA was HA will achieve Greater Depth at each assessment point.</p>
Total budgeted cost					£59, 924

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve combined attainment of PP children.	Third teacher deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.	<p>Pupils need targeted support to catch up. These sessions will contribute to improving results for PP students in English and Maths in order to close the attainment gap.</p> <p>Using qualified teachers to support the most vulnerable pupils is recommended by the Sutton Trust.</p>	<p>Organise timetable to ensure high quality staff are delivering these interventions across all year groups.</p> <p>Monitor the quality of these interventions through observation and tracking of progress on a half termly basis.</p> <p>AHT for Inclusion to present and discuss impact with Governors at LGB.</p>	SLT, 3 rd Teachers, all staff	Jan 2018 Outcome: Interventions monitored and target pupils catch up.
All teaching in every class is consistently good or better leading to higher rates of progress across KS1 and KS2 for high attaining pupils eligible for PP.	Third teacher to coach those in their year group to ensure that all teaching is consistently good or better and that this is triangulated by books and data.	A qualified teacher who is on the classrooms every day is best placed to coach those in their teams. This is backed up by evidence from Pakeman Primary's secrets. Consistently good teaching will lead to rapid progress and drive up attainment.	Network Leads and HoS and DHT will coach the third teachers to ensure all staff have coaching and are delivering effective coaching. Third teachers will undertake PD of either Lead Practitioner, NPQML or NPQSL.	SLT, 3 rd Teachers, all staff	Jan 2018 Outcome: all pre-September staff to be demonstrating consistently good or better teaching by end of Autumn 1. All NQTs to be demonstrating areas of good by end of Autumn 2 and be consistently good in all lessons by Summer 2.

<p>Improved progress for high attaining pupils.</p>	<p>Weekly small group sessions in maths and English (particularly writing) for high-attaining pupils.</p>	<p>We want to provide extra support to accelerate progress for higher attaining pupils. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. (Third teachers will deliver majority of interventions.) Impact overseen by SLT and CoG. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>SLT/ 3rd Teachers CoG</p>	<p>Jan 2018 Outcome: All interventions monitored on a six weekly basis and impact reviewed.</p>
<p>Improve combined attainment of PP children.</p>	<p>EAL teacher to provide additional staffing expertise to target individual/small group EAL PP support.</p>	<p>Children identified as new to English are assessed, grouped and then follow a planned programmed of lessons from <i>Teaching Children English as an Additional Language</i>. This is a ten-week teaching programme of units and lesson activities for children aged seven–eleven (Key Stage 2) new to English. It will help these children learn some very basic English sentences, questions and vocabulary, to get them through regular day-to-day routines more easily. By offering a flexible step by step approach this book helps EAL teachers to:</p> <ul style="list-style-type: none"> • identify learners' individual needs • teach grammar and vocabulary • support teaching through speaking and listening • assess pupils to inform future planning 	<p>EAL teacher overseen by AHT for Inclusion. Progress of children is reviewed regularly by EAL teacher with SLT. AHT for Inclusion to present and discuss with Governors at LGB.</p>	<p>AHT Inclusion, EAL teacher, SLT</p>	<p>Jan 2018 Outcome: pupils rapidly develop skills in English to enable them to be full time in-class (with support where needed).</p>

<p>Improve combined attainment of PP children.</p>	<p>To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech.</p>	<p>Monitoring reported pupils were not given the opportunity to develop their ideas orally or answer in full sentences.</p> <p>Oral language interventions (EEF Toolkit) recommend pre-tutoring in small groups to develop vocabulary.</p> <p>EYFS to implement Talk boost as recommended by SALT and Ark Network Lead for Inclusion.</p>	<p>AHT for Inclusion and SENDCo to monitor speech and language interventions and progress of children involved.</p> <p>AHT for Inclusion to present and discuss with Governors at LGB.</p>	<p>AHT Inclusion SENDCo EYFS team AHT to feed back at LGB</p>	<p>Jan 2018 Outcome: Pupils complete the Talkboost programme with the desired impact within the expected timeframe.</p>
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<p>Improve combined attainment of PP children.</p> <p>Improved progress for high attaining pupils.</p>	<p>To provide targeted small group teaching to accelerate SATs attainment levels.</p> <p>Booster classes / Easter school/ Saturday school for Y6 pupils identified as needing extra input.</p> <p>Action Tutoring to target 14 PP children and have weekly sessions before school.</p> <p>Morning school to begin three days per week from January for Year 6.</p> <p>Year Two and phonics boosters to begin in March before/ after school.</p>	<p>Some pupils need targeted support to catch up - identified underachieving PP pupils targeted for extra support through booster classes and an early start to the day. High quality staff and resources used to run these sessions.</p> <p>HoS to run daily reading intervention group, ATT to run maths intervention group.</p> <p>Head of English to run writing clubs both in school and after school.</p> <p>Individual/ small group interventions have been shown to be effective as referenced in the toolkit produced by the Sutton Trust.</p>	<p>Impact of sessions monitored through progress of children on a half termly basis.</p> <p>AHT for Inclusion to present and discuss with Governors at LGB.</p>	<p>SLT</p> <p>Class teachers</p>	<p>June 2018</p> <p>Outcome: all pupils receiving extra tuition will achieve combined ARE across all year groups in the school.</p>
Total budgeted cost					£141, 056

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils have a voice that is heard and make changes</p> <p>Lack of enrichment opportunities (including affordability of experiences offered in-school)</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	60% of pupils identified as needing support with behaviour are PP pupils. Mentoring ensures that they are able to access the learning in the classroom and make strong relationships both in and out of the classroom.	Thorough briefing of Behaviour Lead about existing issues for underachieving vulnerable pupils. Outreach worker will collaborate to ensure new provision and standard school processes work smoothly together.	Inclusion AHT	Jan 2018 Outcome: Vulnerable pupils achieve on a par with their peers.
Pupils have a voice that is heard and make changes.	Deploy Behaviour Lead and Attendance Lead to work with PP pupils to remove barriers that make learners passive and enable them to make changes within school focusing on playtime structures (train play leaders) and passive behaviour within lessons.	Pakeman Primary Secrets references pupils that feel in control and listened to make the most progress. We want all groups of pupils to know that their opinions are valid and that when they speak up change will happen.	Use of pupil voice will ensure that all pupils are heard. School council will be set up and meetings held regularly to ensure opinions of all are listened to. Pupils will be instrumental in implementing the changes that they have asked for.	Behaviour and Attendance Lead Overseen by SLT	November 2018 Outcome: School council is purposeful and has impact and pupils can explain the changes that they have championed in their school.
Parental engagement and support for learning at home. (Language barrier)	To deploy Outreach Worker to continue to improve, develop and enhance parental engagement with the Academy and the learning of their children. Continue parenting classes and English classes to boost engagement across school.	This will provide parents with regular day to day contact to seek guidance on issues both in and out of school; in addition this person will be organizing parental engagement events targeted at parents of disadvantaged and more vulnerable pupils.	Weekly inclusion meetings with DHT, information fed back to SLT.	DHT Outreach worker Behaviour Lead CoG to attend coffee mornings and build links with parents	Jan 2018 Outcome: Parents are able to support their children to make more progress.
<p>Parental engagement and support for learning at home. (Language barrier)</p> <p>Lack of enrichment opportunities (including</p>	Weekly homework club for children identified as vulnerable.	Feedback from parents has shown that they often struggle to support their children with their learning at home especially when their own English language may be	Monitor progress of children attending homework club. Pupil / parent voice of children in homework club.	Third Teachers	Jan 2018 Outcome: All homework is completed and sets pupils up for future learning or

affordability of experiences offered in-school).		at an early stage. A homework club for identified pupils will support them with their learning outside the classroom.			consolidates previous learning.
Improved parental engagement and support for learning.	INSPIRE workshops	Feedback from parents has shown that they often struggle to support their children with their learning at home especially when their own English language may be at an early stage. Workshops will support parents with strategies and resources to support their children at home.	SLT to oversee planned workshops. Parent questionnaire to evaluate effectiveness.	SLT	Jan 2018 Outcome: At least 90% of parents attend INSPIRE workshops and implement new knowledge to support their children.
Children are inspired into a deeper love of learning through the provision of enriched learning opportunities and experiences. Lack of enrichment opportunities (including affordability of experiences offered in-school). Improve attainment of PP children in reading, maths and writing. Improved progress for high attaining pupils.	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.	If we ensure all children have access to a wide range of new and challenging enrichment opportunities this will engage and motivate pupils to succeed, improving progress for all pupils including pupil premium.	Overview of enrichment opportunities planned onto curriculum map for the year.	AHT curriculum Third Teachers	Jan 2018 Outcome: All pupils take part in planned enrichment activities and this impacts upon learning.
Total budgeted cost					£45,500