

Pupil Premium Review

2017 - 2018



1. Summary Information					
School	Ark Tindal Primary Academy				
Academic Year	2017-2018	Total PP budget	£249, 238	Date of most recent PP Review	Jan 2018
Total number of pupils	404	Number of pupils eligible for PP	178 (44%)	Date for next internal review of this strategy	Sept 2019

2. Review of expenditure				
Previous Academic Year	2017-2018			
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: <small>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</small>	Lessons learned <small>(and whether you will continue with this approach)</small>	Cost
Improved combined attainment of PP pupils. 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 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 non-PP.</p> <p>Summer 2</p> <ul style="list-style-type: none"> In year 3, 7 pupils still on the RWInc programme and 3 of these were PP. Two pupils are on the final RWInc stage and 1 pupil is severely EAL. In year 4, 8 PP pupils remain on the RWInc programme. 3 of these are PP, 2 of these pupils are on the last stage of RWInc and and one is severely EAL with SEND needs. In Year 5 and 6 there were 7 pupils still on the RWInc programme and 3 of these were PP. All three of these pupils have SEND and are severely EAL. In total there are 22 pupils in KS2 on the RWInc programme compared to 45 the previous year and 9 of these are PP compared to 15 last year. <p>Phonics Results 85% of PP pupils passed the phonics check in comparison to 88% of non-PP. However, due to the actual numbers, three PP pupils did not pass the PSC and 4 non-PP pupils did not pass the PSC. The three pupils that did not pass the PSC had made rapid progress from their starting point and were not expected to pass.</p>	To continue with RWI. Morning booster sessions were unsuccessful as pupils did not attend so these were moved to after school and were successful with the majority of pupils completing the programme. In 2018-2019 academic year the EAL teacher will run RWInc for new to country pupils and third teachers will deliver as an intervention for any pupils not yet caught up thus eliminating after school RWInc and allowing staff to run other after school interventions.	After school RWInc boosters £1928 RWInc training and dev days £660 Masterclass hours £348

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<p>Improved combined attainment of PP pupils. 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 pupils.</p>	<p>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.</p>	<p>Success Criteria: Met</p> <p>Staff training around the use of data and assessment to inform planning and delivery was delivered and as a result all staff produced class 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.</p> <p>Whole school combined RWM shows PP pupils attained 6% more highly than non-PP pupils. Progress shows that 92% of PP pupils made at or above expected progress in comparison to 90% of non-PP pupils.</p> <p>Good practice was shared across the school (planning, CPD, peer obs, data usage, IRIS) and data demonstrates the impact that this had. Challenge for high attainers was addressed throughout the school. Data shows that more pupils with PA of GDS are still attaining GDS than previously but this is not true of all pupils. Numbers of combined GDS are improving in each year group but this still needs to be more rapid to allow all pupils to achieve what they are capable of.</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>Book scrutinies to now be led by English and Maths Leads and involve all staff to raise awareness of expectations in each year group. Any falling below good will be scrutinised weekly until improved to the required standard.</p> <p>All third teachers to have co-planning training led by DHT, all planning to be checked by third teachers.</p> <p>Planning to be handed in before teaching to check for challenge.</p>	<p>LEAD Prac, NPQSL x2 £616</p>

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Targeted support																															
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<p>Improved combined attainment of PP pupils. 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 progress of high attaining pupils.</p>	<p>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> <p>Third teacher to coach those in their year group to ensure that all teaching is consistently good or better and this is triangulated through observation, book scrutiny and data</p> <p>EAL teacher to provide 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>Whole school combined RWM shows pupil premium pupils outperformed non-PP in both progress and attainment.</p> <table border="1"> <tr> <td>Non-Pupil Pre..</td> <td>(19..</td> <td>39</td> <td>45</td> <td>15</td> <td>84</td> <td>+0.48</td> <td>9</td> <td>14</td> <td>42</td> <td>12</td> <td>22</td> <td>65</td> </tr> <tr> <td>Pupil Premium</td> <td>(15..</td> <td>27</td> <td>64</td> <td>9</td> <td>91</td> <td>+0.22</td> <td>4</td> <td>19</td> <td>46</td> <td>13</td> <td>18</td> <td>69</td> </tr> </table>		Non-Pupil Pre..	(19..	39	45	15	84	+0.48	9	14	42	12	22	65	Pupil Premium	(15..	27	64	9	91	+0.22	4	19	46	13	18	69	<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 and streamlined to ensure more effective use of time 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>EAL teacher effective, this year will have a heavier focus on pupils in Yr and 1 to ensure that language is enhanced early in the school career.</p>	<p>Enhanced teaching structure £155,173</p> <p>EAL specialist resources £12,665</p> <p>PM benchmark £116</p> <p>Reading garden £4418</p> <p>Reading records £213</p>
		Non-Pupil Pre..	(19..	39	45	15	84	+0.48	9	14	42	12	22	65																	
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<p>Reading:</p> <table border="1"> <tr> <td>Non-Pupil Pre..</td> <td>(19..</td> <td>36</td> <td>36</td> <td>26</td> <td>72</td> <td>+0.28</td> <td>16</td> <td>26</td> <td>30</td> <td>8</td> <td>20</td> <td>72</td> </tr> <tr> <td>Pupil Premium</td> <td>(15..</td> <td>23</td> <td>48</td> <td>29</td> <td>71</td> <td>-</td> <td>13</td> <td>32</td> <td>31</td> <td>8</td> <td>16</td> <td>76</td> </tr> </table> <p>PP attainment was higher than non-PP whilst progress was 1% lower.</p>		Non-Pupil Pre..	(19..	36	36	26	72	+0.28	16	26	30	8	20	72	Pupil Premium	(15..	23	48	29	71	-	13	32	31	8	16	76				
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		<p>Writing:</p> <table border="1"> <tr> <td>Non-Pupil Pre..</td> <td>(19..</td> <td>51</td> <td>36</td> <td>10</td> <td>87</td> <td>+0.69</td> <td>13</td> <td>13</td> <td>48</td> <td>15</td> <td>10</td> <td>75</td> </tr> <tr> <td>Pupil Premium</td> <td>(15..</td> <td>46</td> <td>48</td> <td>4</td> <td>95</td> <td>+0.55</td> <td>11</td> <td>20</td> <td>48</td> <td>13</td> <td>8</td> <td>79</td> </tr> </table> <p>PP pupils outperformed non-PP for both attainment and progress.</p>		Non-Pupil Pre..	(19..	51	36	10	87	+0.69	13	13	48	15	10	75	Pupil Premium	(15..	46	48	4	95	+0.55	11	20	48	13	8	79		
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		<p>Maths:</p> <table border="1"> <tr> <td>Non-Pupil Pre..</td> <td>(19..</td> <td>40</td> <td>40</td> <td>18</td> <td>80</td> <td>+0.53</td> <td>19</td> <td>25</td> <td>34</td> <td>10</td> <td>11</td> <td>78</td> </tr> <tr> <td>Pupil Premium</td> <td>(15..</td> <td>29</td> <td>52</td> <td>18</td> <td>81</td> <td>+0.18</td> <td>16</td> <td>32</td> <td>31</td> <td>10</td> <td>12</td> <td>78</td> </tr> </table> <p>There were no significant difference between groups of pupils.</p>		Non-Pupil Pre..	(19..	40	40	18	80	+0.53	19	25	34	10	11	78	Pupil Premium	(15..	29	52	18	81	+0.18	16	32	31	10	12	78		
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		<p>EAL</p> <p>EAL Targeted support to provide intervention for maths and English resulted in:</p>																													
		<p>Combined:</p> <table border="1"> <tr> <td>Non-Pupil Pre..</td> <td>(16..</td> <td>49</td> <td>15</td> <td>34</td> <td>64</td> <td>+1.93</td> <td>8</td> <td>12</td> <td>39</td> <td>12</td> <td>29</td> <td>58</td> </tr> <tr> <td>Pupil Premium</td> <td>(12..</td> <td>37</td> <td>16</td> <td>47</td> <td>53</td> <td>+0.10</td> <td>17</td> <td>40</td> <td>19</td> <td>21</td> <td></td> <td>60</td> </tr> </table> <p>EAL PP pupils attained less highly than non –PP pupils which is to be expected however, PP pupils made slightly higher progress.</p>		Non-Pupil Pre..	(16..	49	15	34	64	+1.93	8	12	39	12	29	58	Pupil Premium	(12..	37	16	47	53	+0.10	17	40	19	21		60		
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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.

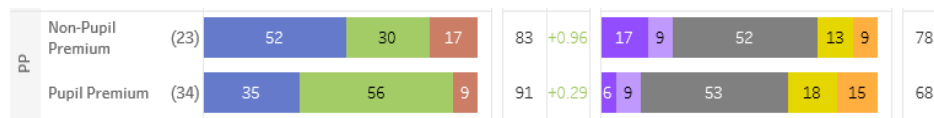
Action Tutoring to target 14 PP children and have weekly sessions before school.

Morning school to begin three days per week from January for Y6.

Year Two phonics boosters to begin in March.

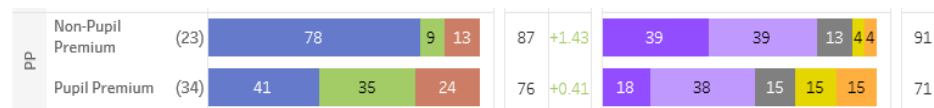
Year 6 impact

Combined:



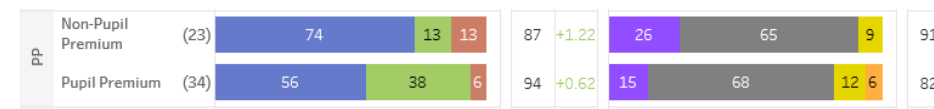
Overall PP pupils make stronger progress than non-PP pupils, there is a 10% difference in attainment but this is a narrowing gap for this cohort.

Reading:



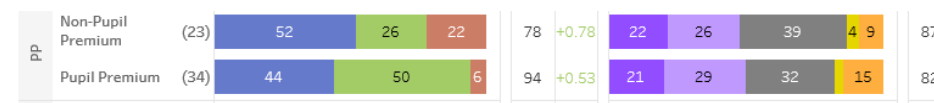
PP pupils made 11% less progress than non-PP pupils and attained 20% less well.

Writing:



Pupil premium pupils made better progress than non-PP pupils but there was a 9% attainment gap.

Maths:



Pupil premium pupils made better progress than non-PP pupils did but there was a 5% attainment gap.

Overall:

- 4 of the PP pupils not attaining ARE were SEND and had made expected progress.
- 4 of the PP pupils not attaining EAL were heavily EAL and had made expected or better than expected progress.
- 3 pupils had not attended Easter or Saturday school despite speaking to parents. These pupils did attend after school boosters and in-school intervention but did not attain ARE combined.

Easter school, Saturday school and morning school will run again as all attending achieved ARE combined unless SEND/EAL issues.

After school boosters –
£2562

Easter school
£1300

Saturday School

£2573

Cost of action tutoring
£2850

Morning school
£3687

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Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: <small>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</small>	Lessons learned <small>(and whether you will continue with this approach)</small>	Cost
<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> <p>Parental engagement and support for learning at home (language barrier).</p>	<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 Behaviour Lead and Attendance Lead to work with PP pupils to remove barriers that make learner passive and enable them to make changes within school focusing on playtime structures (train play leaders) and passive behaviour in lessons.</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 decreased from 199 to 173. This reflects the training that was given to all staff regarding what should be reported. 38 PP pupils were involved in low-level incidents, this decreased sharply in the summer term with the introduction of the new playground markings.</p> <p>Fixed Term exclusions down to 1(PP) from 3 in the previous year. 38 report cards were issued throughout the year and 11 of these were to PP pupils. 60% of pupils receiving mentoring from the Behaviour Lead were PP. A short term mental health worker was recruited to work specifically with three boys in a specified year group who were unable to access in-class work. These boys were integrated back into class with strategies enabling them to cope and make academic progress.</p> <p>Impact: 48% 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. 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. Courses arranged include: Employability, First Aid and Approachable 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>School council's biggest concern was the behaviour at playtimes. As a result of a campaign led by them, new playground markings have been installed and LTS retrained to play games and keep pupils engaged. Number of lunchtime incidents reduced after the markings were painted onto the playground.</p> <p>Minibus and walking bus continues to collect pupils and ensure that they are in school on time every day.</p>	<p>To continue with the support.</p> <p>Continue with minibus and walking bus.</p> <p>Share dojo with parents so that they can access it at home.</p> <p>Re elect school council, prefects and head boy/girl to be role models and make change happen within the school.</p>	<p>Pupil mentoring and training £15932</p> <p>Mental health support £7920</p> <p>Pastoral Support £19191</p> <p>Playground markings £2928</p> <p>Minibus £2083</p> <p>Walking bus £1833</p> <p>Playtime resources £62</p>

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Parental engagement and support for learning at home (language barrier). Lack of enrichment opportunities (including affordability of experiences offered in school).	Weekly homework club for children identified as vulnerable.	<p>Success Criteria: Met</p> <p>Pupils attending homework club (including during breakfast club) made expected progress.</p> <p>Whole school attainment/progress</p> <table border="1" data-bbox="595 459 1503 552"> <thead> <tr> <th></th> <th>Non-Pupil Pre.. (19..)</th> <th>39</th> <th>45</th> <th>15</th> <th>84</th> <th>+0.48</th> <th>9</th> <th>14</th> <th>42</th> <th>12</th> <th>22</th> <th>65</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (15..)</td> <td>27</td> <td>64</td> <td>9</td> <td>91</td> <td>+0.22</td> <td>4</td> <td>19</td> <td>46</td> <td>13</td> <td>18</td> <td>69</td> </tr> </tbody> </table> <p>Data shows that PP pupils made stronger progress and attained more highly.</p>		Non-Pupil Pre.. (19..)	39	45	15	84	+0.48	9	14	42	12	22	65	Pupil Premium (15..)	27	64	9	91	+0.22	4	19	46	13	18	69	Continue with homework club and extend to more pupils. Add in tutoring time for parents so that they can begin to help support their child at home.	Breakfast club £4108 Spellodrome £653 Mathletics £807
	Non-Pupil Pre.. (19..)	39	45	15	84	+0.48	9	14	42	12	22	65																	
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Parental engagement and support for learning at home (language barrier).	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>In Early Years parent workshops were held frequently and on a wide range of topics, as such EY report higher levels of parental involvement. Data was particularly strong in EY.</p>	To continue with the INSPIRE workshops on a termly basis for each class, more where possible. Ensure that e-safety is taught as part of the school curriculum and pupils to be taught how to keep them safe on-line. 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)	£2800																									
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).	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>Success Criteria: met</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 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>Trips have been subsidised by the school as many families cannot afford to send their children, as trips and visitors link so intrinsically to the topics it is imperative that pupils attend.</p>	Further work to enrich the curriculum and ensure all pupils can access the wide variety of new and challenging opportunities. Purchase PE kit to be kept in school as some parents are openly admitting that they struggle to afford all uniform. Create a swapshop / money bank to support parents to buy blazers for Y5&6.	Cost of PE kit £66 Enrichment £1431 Uniform subsidy £315																									
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