



PUPIL PREMIUM POLICY
2017-2018

Description	
Headteacher	Ali Silke
Deputy Head	Karen Bramson
Chair of Governors	Ann Ewing
The academy name	Ark Oval Primary Academy

POLICY INFORMATION

Named personnel with designated responsibility for Pupil Premium

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016/17	Ali Silke	Hayley Francis	John Phillipson	Ann Ewing
2017/18	Ali Silke	Karen Bramson	Phase Link Govs	Ann Ewing

Policy review dates

Review Date	Changes made	By whom
September	Policy reviewed	Ali Silke
April	Policy reviewed	Ali Silke
July	Policy reviewed	Ali Silke

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Introduction

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

1. local-authority-maintained schools, including:
 1. special schools (for children with special educational needs or disabilities)
 2. pupil referral units (PRUs - for children who can't go to a mainstream school)
2. academies and free schools, including
 1. special academies (for children with special educational needs or disabilities)
 2. alternative provision (AP) academies (for children who can't go to a mainstream school)
3. voluntary-sector alternative provision (AP), with local authority agreement
4. non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

Funding

Financial year 2017 to 2018

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

1. £1,320 for pupils in reception year to year 6
2. £935 for pupils in year 7 to year 11
3. £1,900 for pupils who are currently Looked After Children

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

1. adoption
2. a special guardianship order
3. a child arrangements order
4. a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Evidence of what works

The Education Endowment Foundation has produced a [teaching and learning toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

Pupil Premium Reviews

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

1. the academy trust
2. the [regional schools commissioner](#)
3. the Department for Education

Accountability

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on [what must published online](#) is available from the Ark Central Team.

Pupil premium reporting

You must publish a strategy for the school's use of the [pupil premium](#). You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

1. your school's pupil premium grant allocation amount
2. a summary of the main barriers to educational achievement faced by eligible pupils at the school
3. how you'll spend the pupil premium to address those barriers and the reasons for that approach
4. how you'll measure the impact of the pupil premium
5. the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

1. how you spent the pupil premium allocation
2. the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

PE AND SPORT PREMIUM FUNDING FOR PRIMARY SCHOOLS

If your school receives [PE \(physical education\) and sport premium funding](#), you must publish:

1. how much funding you received
2. a full breakdown of how you've spent the funding or will spend the funding
3. the effect of the premium on pupils' PE and sport participation and attainment
4. how you'll make sure these improvements are sustainable

Performance Tables

[School and college performance tables](#) also report on the performance of disadvantaged pupils compared with their peers.

Templates

The Teaching Schools Council has produced [templates](#) to help schools present their pupil premium strategy. Examples below demonstrate good practice for publishing your pupil premium strategy – there are two examples –one for primary and one for secondary. Both examples show a populated strategy statement and a blank template.

Pupil Premium Strategy Statement: Ark Oval Primary Academy

• Summary information					
School	Ark Oval Primary Strategy				
Academic Year	2017/18	Total PP budget	£224,400	Date of most recent PP Review	Sep 2017
Total number of pupils	596	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Apr 2018

• Current attainment (Y6)			
	<i>All Pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	47%	39%	57%
progress in reading	-0.6	-0.9	-0.5
progress in writing	-0.3	-0.5	-0.2
progress in maths	-0.2	-0.5	-0.1

• Barriers to future attainment (for pupils eligible for PP, including high prior attaining pupils)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
1.	Limited oracy skills. Poor sentence structure and vocabulary. This limits their ability to learn to read (decode) as well as reading comprehension, writing standards and understanding of/ability to use language in complex maths problems and maths reasoning.
2.	MA/HA PP pupils are making less progress than NPP pupils.
3.	Several of our most vulnerable pupils have social, emotional & mental health issues leading them at times to exhibit extremely a lack of readiness to learn.
4.	Pupils in receipt of PP who have multiple disadvantage such as SEND, EAL, Social Care involvement.
5.	Fear of failure/challenge in PP pupils of all abilities

External barriers (issues which also require action outside school, such as low attendance rates)

5.	Attendance rates for current PP pupils are 95.2% (below our target for all children of 96.4%). NPP attendance is 96.7 %. Persistent absence for current pupils is 7% which is below the national average. However, this needs constant monitoring as Year 6 PP attendance 2016/17 was 48% and PA for this cohort from 2013/16 25% (NA 11%)
6	In year admissions who have not benefitted from excellent EYFS and KS1 teaching & learning. !8 new PP pupils joined the school in Autumn 2017
7.	Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement
8.	Lack of access to resources, such as books, libraries, life experiences (especially cultural)

• Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Increased attendance rates for pupils eligible for PP AIP Priority	Further reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 95.2% to 96.7% in line with 'other' pupils.
B	Continue to refine and improve the teaching of phonics and reading for pupils eligible for PP. AIP Priority	Pupils eligible for PP identified make as much progress as 'other' pupils in reading. Measured in by teacher assessments and successful moderation practices established across Ark schools
C	Ensure the quality of teaching, learning & assessment for all pupils is at least good using comprehensive ILT model. AIP Priority	Pupils eligible for PP identified make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Measure by pupil outcomes in EYFS, Y1 phonics, end of KS1 and end of KS2. Measured by progress in Y3, Y4 & Y5 through teacher assessment.
D	Improve oral language skills for pupils eligible for PP in Reception class and into KS1, and new admissions in KS 2 including those with EAL needs.	Pupils eligible for PP in Reception, Year 1 and new arrivals in KS2 make rapid progress by the end of the year so that expected or better progress is made.
E	Pupils can access learning in class because their physiological, safety, confidence and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn are reduced.
F	Ensure the quality of intervention for reading, writing and maths across KS2 AIP Priority	Pupils eligible for PP identified make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Year3, Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
G	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

• **Planned expenditure**

Academic year

2017/18

• **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	Date of review?	Cost
Continue to refine and improve the teaching of phonics and reading for pupils eligible for PP.	<p>RWI programme used across EYFS and KS1.</p> <p>Quality first teaching for all pupils.</p> <p>Attendance at training for all new reading teachers.</p> <p>Attendance at Phonics Lead training in London</p> <p>Targeted 1-1 and small group teaching for those vulnerable to underachievement.</p> <p>10% of cohort eligible for PP</p>	<p>Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in reading. This is leading to lower attainment for this group of pupils compared to other pupils in school.</p> <p>We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high-quality delivery of RWI programme.</p> <p>EEF found that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET/Twilights and masterclasses to deliver training.</p> <p>Peer observation and support, ILT coaching to embed learning</p> <p>RWI tracking grids to monitor impact and identify underperformance</p> <p>RWI Training and Development day package</p>	<p>RWI Lead</p> <p>RWI Support TAs LR/H</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>% RWI programme costs £5500</p> <p>%RWI Lead £16000</p> <p>1:1 Tutoring EYFS/KS1/KS2 Additional PP trainee £26320</p> <p>RWI DD cost £1800</p>
Ensure the quality of teaching, learning & assessment for all pupils is at least good using comprehensive ILT model.	<p>Development of quality first teaching, including induction of newly qualified teachers, and teachers new to school</p> <p>Staff training in effective planning in English & Maths:</p> <ol style="list-style-type: none"> 1. Framing the Learning 2. Maths Mastery 3. RWI Spelling Training 4. Critical Thinking P4C 5. Lead Practitioner 6. Feedback & Marking 7. Development of children's growth mindset 	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>EEF evidence showed that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. However, quality first teaching has been shown to have a disproportionately positive effect on children eligible for the Pupil Premium.</p> <p>This is an approach that we can embed across the school and is particularly necessary this year due to large proportion of new and inexperienced teachers on staff.</p>	<p>Weekly monitoring of the quality of teaching, learning & assessment over time.</p> <p>Learning walks</p> <p>Book Looks</p> <p>KIT meetings with Phase leaders with AH T&L</p>	<p>HT/DH</p> <p>AHT for Teaching Learning SL/AL</p> <p>Phase Leaders</p> <p>Regional Lead Maths teacher KV</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>% T&L Lead £12,000 Non class based</p> <p>% Regional Leads £4000</p> <p>Printed Resources £970</p> <p>MMTraining £2880</p> <p>RWI Spelling Training £1000</p> <p>P4C Training £1600</p> <p>Practical Resources £2700</p>

	<p>Development of the Outdoor Learning Curriculum</p> <p>Attendance at EVC training Increase range and frequency of visits and visitors to school</p> <p>Subject Leads to lead INSET re outdoor learning opportunities</p> <p>Development of outdoor gardening areas in EYFS (outdoor classroom)/KS1 and KS2 in Field</p> <p>Subsidy for EVs and Year 6 school journey</p>	<p>Research states that prisoners in UK prisons spend longer outside than children in schools.</p> <p>EEF states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Subject Leads to take on responsibility for this for their subject</p> <p>Pupil voice</p> <p>Range of Educational Visits planned well in advance to encourage parent volunteers and range of opportunities throughout the year.</p> <p>Make better use of field space for curriculum learning. Eg Half termly visits by classes for scientific learning in terms of noting the changes in nature through the seasons.</p>	<p>Subject leaders to take responsibility for this for their subject</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>Attendance at Training £100</p> <p>Outdoor Learning Resources £1200</p> <p>Development of Raised beds in field £1500</p> <p>EV/School Journey subsidy £5000</p>
Total budgeted cost						£82,570

• 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	Date of review?	Cost
Pupils can access	Children who need support in developing emotional regulation and control enjoy 1-1 sessions with a specially trained support assistant. This cost includes training of staff in Drama therapy and Drawing and Talking	Research has shown that a whole school approach to meeting children's well being, social and emotional needs can improve attendance and achievement for pupils identified as most vulnerable. (Maslow's hierarchy of need)	Protected from other day-to-day distractions (such as behaviour) Track pupil attendance and outcomes	SENCo Behaviour Lead L mentors	Regular Attendance and Outcome PPMs 3x annually	Drama/Drawing And Talking £ 18580
learning in class because their physiological, safety, confidence and self esteem needs are met.	2 Learning mentors to work as part of inclusion team as specialists, and they have allowed greater capacity for the inclusion team to work across the school with vulnerable and disadvantaged children	These are strategies are specifically aimed at individual children who are eligible for the Pupil Premium and are costed individually. They range from targeting social and emotional needs (+ 4 months progress in Sutton Trust research or supporting children's individual needs on a 1-1 basis in certain lessons.(+3-5 months in Sutton Trust research)	Thorough interview process to identify best person for the role Careful review of roles and responsibilities across the inclusion team. SENCo to use Performance Management / Probation cycle to hold team to account for identified responsibilities	SENCo Learning Mentors SS JW	Dec 2017 April 2018	£38331
	Provision of a KS1 and KS2 'Lunchtime Club' for children who find it challenging to be on the playground, or in the dinner hall. The children experience calm, nurturing activities and learn to manage their emotions.		A reduction in lunchtime or afternoon behaviour incidents involving Pupil Premium children. Improved engagement in afternoon sessions due to reduced lunchtime incidents	DH Learning Mentors X2 SS/JW CoT AS	Dec 2017 April 2018	£ 2829

	<p>Develop opportunities for our most vulnerable pupils to develop socially and emotionally through the development of an outdoor area.</p> <p>Children to plant and grow their own plants and/or vegetables</p> <p>Children to engage in upkeep of other outdoor areas within the school</p>	<p>Research states that prisoners in UK prisons spend longer outside than children in schools.</p> <p>EEF states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Careful planning and development of outdoor area</p> <p>Learning mentors with outdoor learning responsibility to plan for meaningful learning, nurture and social skill development to take place.</p>	<p>SENCo AB</p> <p>Learning Mentors</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>Resources for outdoor area £250</p>
<p>Pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p>	<p>Improved parental engagement through:</p> <ul style="list-style-type: none"> • 1-1 meetings • referrals to outside agencies • coffee mornings • literacy/numeracy workshops • healthy eating courses • Parent Gym • Home liaison worker • Early Help 	<p>EEF: Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term.</p>	<p>AIP Priority – termly review</p> <p>Parent view</p> <p>Improved attendance</p>	<p>KB</p> <p>Attendance Officer MB</p> <p>Home liaison worker</p> <p>Early Help AP</p> <p>SENCO</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>£1000 cover for subject leads</p> <p>Home Liaison 2 days a week £ 19 890</p> <p>Parent Gym £ 1500</p>
<p>Increased attendance rates for all pupils including those eligible for PP.</p>	<p>Training for Attendance Officer</p> <p>Careful tracking of attendance of PP children</p> <p>Increased parental engagement with pupils whose attendance falls below academy targets – coffee mornings and training courses for parents</p> <p>Supplement cost of breakfast club for a term for targeted pupils if attendance <90</p>	<p>Research shows that achievement and attendance levels are linked.</p> <p>The more time a pupil is in school, the more opportunity there is to experience high quality teaching.</p>	<p>Attendance officer deployed to track and monitor attendance levels</p> <p>Inclusion team to work with identified families with low attendance rates</p> <p>AIP Priority – termly review</p> <p>Parent view</p> <p>Improved attendance</p>	<p>SENCo AB</p> <p>Attendance Officer MB</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>Additional EWO time £7500</p> <p>Breakfast Club Supplements £ 1000</p> <p>Incentives for 100% attendance £500</p>

<p>Improve oral language skills for pupils eligible for PP in EYFS/KS1 and new arrivals in KS2</p>	<p>Talk Boost, Nuffield and SALT interventions EAL Racing to English support</p> <p>Some of the students need targeted support to catch up. These are programmes which have been independently evaluated/recommended by a SALT and shown to be effective in other schools.</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>Lead SALT TA</p>	<p>PPMs 3x annually</p>	<p>£ 17950</p>
<p>Ensure the quality of intervention for reading, writing and maths across KS2.</p>	<p>Targeted intervention based on gap analysis and prior attainment in reading 1-1 opportunities to develop skills in reading including fluency; comprehension and inference</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Extra teaching time and preparation time paid for out of PP budget</p> <p>Pupil Progress Meetings to track pupil progress in PiRA and PuMA and arithmetic/SPAG assessments.</p>	<p>Reading Leads JG/LT</p>	<p>PPMs 3x annually</p>	<p>£10,000 % PP 2 trainee</p>
	<p>Targeted intervention based on gap analysis and prior attainment in writing TA to work with individual or small groups of writers helping them to edit and self-improve their writing against end of Key Stage assessment criteria.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Evidence indicates that one to one tuition can be effective. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions, as well as stressing importance of attendance</p>	<p>Writing Leads JG/LT</p>	<p>PPMs 3x annually</p>	<p>Included in above</p>

	<p>Targeted intervention based on gap analysis and prior attainment in maths TA to work with individual or small groups of identified pupils using CGP and Rising Stars resources – including online content. Digital resources to be invested in to engage reluctant learners in maths intervention Third Space learning</p>	<p>result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Using technology to boost individual performance (+4 months in Sutton Trust research)</p>		<p>Maths Lead GG/KO'B</p> <p>Computing Lead tbc</p>	<p>PPMs 3x annually</p>	<p>£5,000</p> <p>£3,000</p> <p>TA3 4x pms £2000</p> <p>Printed resources £500</p> <p>Third Space maths online tutoring £7500</p>
Total budgeted cost						£137,330
• 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	Date of review?	Costs
Pupils are exposed to a wide range of social/cultural and sporting experiences.	Supporting children and families meet small costs, such as breakfast club, music participation and school trips		Children are carefully targeted using assessment / attendance criteria Parental engagement key to assessing need	Attendance Officer/EVC lead	Dec 2017 April 2018	£2000
Contingency for 'in year' use for barriers arising for PP pupils						£2500
Total budgeted cost						£4500

Performance of Pupils in receipt of Pupil Premium

Attainment - July 2017

Reception Autumn Term 2016 – working at AE (includes expected and exceeding) % (Number)			
% AE	Number	Reading	Writing
All (86)	31(27/86)	28 (24/86)	27 (22/86)
PP (10)	10 (1/10)	20(2/10)	20(2/10)
NPP (77)	34(26/77)	29(22/76)	28(20/76)

Reception EY Profile Summer 2017– working at ELG age expected or above age expected level % (Number)				
% AE	Number	Reading	Writing	GLD
All (87)	85(74/87)	82 (71/87)	83(72/87)	82% (71/87)
PP (11)	73(8/11)	73(8/11)	73(8/11)	73% (8/11)
NPP (76)	87(29/76)	83 (63/76)	84(64/76)	84% (64/76)

- 3 PP pupils not attaining a GLD have SEN, one with an EHCP. PP focus for these pupils over the year was using bespoke timetables, attending 1:1 and small , targeted intervention groups, developing PSED skills.
- The number of PP pupils achieving GLD was above the national average for 2016. Although there is a gap in attainment the progress made by PP pupils at 8.2 exceeds that of all pupils (7.8) and NPP pupils (7.8)

Phonics Screening Check			
Year 1	% pass	Croydon Average 2017	National Average 2017
All (81)	93%	83%	81%
Pupil Premium (17)	89%	TBC	84%
Not Pupil Premium (64)	95%	TBC	TBC

The number of pupil premium children passing the phonics screening check is above the national and local authority pupil average for all pupils, as well as being above the national average for PP children.

Key Stage 1 Results									
% children at and above expected standard	All (83)			Pupil Premium (27)			Non Pupil Premium (56)		
	Ark Oval	Croydon	National (2017)	Ark Oval	Croydon	National (2017)	Ark Oval	Croydon	National (2017)
Reading	80%	77%	76%	78%	TBC	TBC	81%	TBC	TBC
Writing	75%	69%	68%	70%	TBC	TBC	76%	TBC	TBC
Maths	83%	76%	75%	81%	TBC	TBC	84%	TBC	TBC

- The number of PP children working at and above the expected standard in Reading, Writing and maths is in-line with or higher than all children nationally,

Key Stage 2 Results									
% children working at and above the Expected Standard	All (56)			Pupil Premium (28)			Non Pupil Premium (28)		
	Ark Oval	Croydon	National (2017)	Ark Oval	Croydon	National (2017)	Ark Oval	Croydon	National (2017)
Reading	71%	78%	71%	64%	TBC	TBC	71%	TBC	TBC
Writing	80%	85%	76%	75%	TBC	TBC	86%	TBC	TBC
Maths	66%	83%	75%	61%	TBC	TBC	71%	TBC	TBC
Combined	56%	63%	61%	48%	TBC	67%	61%	TBC	TBC

Key Stage 2 Progress (National Average 0)				
	All (56)		Pupil Premium (28)	
	Ark Oval	Croydon	Ark Oval	Croydon
Reading	-2.02	0.2	-2.3	TBC
Writing	+1.25	0.2	+0.06	TBC
Maths	-0.97	0.8	-1.93	TBC

- Support for PP children continues throughout KS2 to ensure that the gap between PP children and all children nationally (and at borough level) is narrowed.
- Attendance was a key issue for this cohort Pupil Premium persistent absence from 2013 to 2016 was 25% (NA 11%)
- Low attaining PP children at Ark Oval make more than the expected progress in all subjects from their starting points, making more progress than all other pupils in school and low attaining PP children nationally. However, middle and high attaining PP do less well and so this will be a focus in 2017/18.

The number of children reaching the expected standard for reading, writing and maths is lower than all pupils nationally, but there was in year narrowing of the attainment gap as shown in the table below:

Year 6 in Year narrowing of gap (RWM Combined measure)				
	Progress		Attainment (ARE +) %	
	Autumn 1	Summer 2	Autumn 1	Summer 2
All Pupils	-0.5	-0.1	40	56
PP	-0.7	-0.3	18	46
NPP	-0.3	+0.1	62	61

Of the 12 PP children who did not make ARE:

2 had SEND

3 had significant attendance (78%) and behaviour issues, and were known to social care

2 others had significant behaviour issues due to complex home lives

5 other children are known to social care

Review of Pupil Premium Strategy and Spend 2016/17
Original Plan prepared by Prerna Patel HoS in Autumn 1

School Funding for Pupil Premium:	£273,912
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Strategy	Brief Description	Desired Impact/ Sutton Trust Potential gain	Lessons Learned	Cost
Reading Comprehension Teacher	Reading Comprehension Teaching by reading specialist, to work with children in Year 5/6 for 5 hours a week	Pupils improve their higher order reading comprehension strategies across a range of text types +5 month	Impact by attendance issues for some children. Needs to be addressed in EYFS/KS1 and lower KS2	£22,000
Language nut	This uses songs and stories to offer EAL pupils context based learning experiences and engaging games to reinforce key vocabulary. Students are able to access the resources, both at home and at school, and can work independently. Tracking is provided. English resources with multiple support languages. These include, Somali, Arabic, Portuguese, Spanish, Haitian, Creole, Hindi, Mandarin and more. Also used to support the teaching of Spanish for all children in PPA lessons.	Pass the Language Nut end of unit assessment. Pupils move up the EAL stages. Sutton Trust research suggests that technology is more effective when used to supplement other teaching rather than replace more traditional approaches. All the computer programmes in our school are used to supplement teaching. +4 months	Preadmission assessments are needed for in year admissions so that the children's needs can be met from the 1 st day in school	£500.00

Strategy	Brief Description	Desired Impact/ Sutton Trust Potential gain	Lessons learned	Cost
Study groups & resources	These sessions aim to close the gaps between pupil's current attainment and the targets set. The Maths and English programmes focus on tackling misconceptions, rehearsing concepts, embedding skills and knowledge.	Pupils achieve or surpass their end of year targets in English and Maths. Sutton Trust research suggests that there is evidence that low-income students in terms of behaviour and relationships with peers benefit from this strategy. When boosters are linked to the school-day curriculum it has a positive effect on reading and mathematics. + 2 months	Treating this time as sacrosanct meant it maximized progress	£1500.00
Time to talk	This book has been developed to teach and develop oral language and social interaction skills to children aged 4-6. Containing 40 sessions, designed to take place two to three times a week, the book aims to help teachers to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities. Skills taught include: eye contact; taking turns; sharing; greetings; awareness of feelings; giving; following instructions; listening; paying attention; and play skills. Offered as part of a graduated response to support the development of communication and interaction skills in Nursery and Reception. Delivered by staff who have been trained by the Speech Therapy Service and tracked using costed provision maps.	To develop pupils oral language and social interaction skills. Early intervention = + 6 months		£400.00
Attention Bucket Intervention	The attention autism approach focuses attention on developing and	To develop pupils with autisms attention and listening skills. TEarly intervention = + 6 months o support their social and academic	Use as starter for the day in SEND unit next year	12 622

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	<p>listening skills and giving the children “an irresistible invitation to learn”.</p> <p>An attention bucket is a bucket full of motivating and exciting toys and gadgets which will be of high interest to the children. Encourages the extension of attention and listening skills as well as developing ‘joint attention’ and lays the foundations for social skills such as turn taking and sharing.</p>	<p>Progress</p> <p>Extends joint attention from a few minutes-15 minutes in 10 weeks of intervention.</p> <p>Early intervention = + 6 months</p>		
Lego club Intervention	<p>Lego based therapy was created by psychologist Daniel LeGoff, who noticed that children with autism were more interested in interacting together when through the medium of Lego play materials. Lego based therapy was established as a group intervention to promote social competence in children with autism and related conditions.</p>	<p>Lego based therapy aims to develop social competence through the development of social skills. Collaborative play provides opportunities for children to practise skills to turn- taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.</p> <p>Early intervention+ 6 months</p>	<p>Develop further with availability of Lego in lunchtime club</p>	£193.00
Language for Learning	<p>This programme provides educators with a practical and realistic framework for supporting pupils with speech and language difficulties in mainstream settings. The book supports inclusive practice by helping readers to:</p> <ul style="list-style-type: none"> • Identify speech and language difficulties • Plan a differentiated curriculum • Facilitate the development of skills across meaningful learning experiences • Empower pupils to access the curriculum. 	<p>To develop pupils' communication skills.</p> <p>6+</p>	<p>This is a crucial intervention with Croydon SALT provision being so sparse and the thresholds so high</p>	£288.00

Language for Thinking	While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate	To develop pupils' communication skills. + 6 months		£300.00
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Strategy	Brief Description	Desired Impact/ Sutton Trust Potential gain	Lessons Learned	Cost
	learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read. The programme provides a clear structure to assist teachers, SENCOs, learning support assistants and speech language therapists in developing children's language from the concrete to the abstract.			
Place 2 Be	Place 2 Be offer children support to cope with emotional and behavioural difficulties which has a positive impact on the whole class, and helps teachers focus on teaching.	Children who have Place2Be's one-to-one counselling show significant improvement in their emotional wellbeing and peer relationships, with fewer behavioural difficulties. Teachers and parents report that improvements in these areas have a positive impact on children's classroom learning.		£10,000.00
Family SEAL	<p>Family SEAL is a training programme about the Social and Emotional Aspects of Learning (SEAL).</p> <p>Its aim is to encourage parents to meet together regularly in the school environment to share how school and home can work together to meet the social and emotional needs of their children.</p>	<p>To break down the pupils emotional barriers and prepare them for learning.</p> <p>To support children in achieving their end of + 3 months year targets.</p>	Hugely positive feedback from parents and carers	£2000.00
Talk Boost Intervention	<p>The ICAN Talk boost intervention is a 20 week programme focused on improving children's vocabulary knowledge, narrative skills and listening skills. Children take part in three, 30-minute group-sessions and two 15-minute individual sessions per week.</p> <p>Offered as part of a graduated response to support the Development of communication and interaction skills in Nursery and Reception. Delivered by staff who have been trained by the Speech Therapy Service and tracked using costed provision maps.</p>	<p>Rigorous research has shown children who receive the programme make significant gains in several aspects of oral language, including vocabulary knowledge, grammatical ability and narrative skills. The programme also includes phonological awareness activities and work on letter</p> <p>Early intervention = + 6 months</p>	Treating this time as sacrosanct meant it maximized progress	£15,000.00

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		<p>sound knowledge aimed at improving children's word level reading skills. These oral language skills provide children with a strong foundation for literacy development and learning in the classroom.</p>		
<p>1:1 phonic intervention Teacher & phonic trainer</p>	<p>The <i>Read Write, Inc. One-to-one Phonics Tutoring Kit</i> provide the resources needed to offer one-to-one tuition to children who are at risk of falling behind with their reading, are behind their peers, or are new to a school and need to catch up. This will ensure that these children do not slip through the net and that every child can read by age 6</p> <p>Weekly training and planning sessions are scheduled for teaching assistants to ensure they are supporting delivering the phonic sessions. Mastery sessions are also planned.</p>	<p>All pupils at risk of not making ARE progress and attainment receive one to one tuition, to ensure they keep up and any gaps are minimized..</p> <p>+4 months</p>	<p>Crucial in achieving 96%, as in Autumn were looking at 82%</p>	<p>£55,000.00</p>
<p>Nuffield Language</p>	<p>The Nuffield Early Language Intervention is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 10 weeks by teaching assistants in groups of 3-4 children.</p> <p>Offered as part of a graduated response to support the Development of communication and interaction skills in Nursery and Reception. Delivered by staff who have been trained by the Speech Therapy Service and tracked using costed provision maps.</p>	<p>In 2016, the Education Endowment Foundation conducted a randomised control trial of the roll-out, involving 34 schools and nurseries. An independent evaluation of the trial found that Nuffield Early Language Intervention <u>improved the vocabulary, grammar and listening skills of four- and five-year-olds by as much as four months.</u></p>	<p>Treating this time as sacrosanct meant it maximized progress</p>	<p>£2100</p>

Educational Psychologist additional time	To support children with Special educational needs and to support the statement process.	Pupils receive additional support that is funded and they achieve their targets.	LA EP service is very expensive frequent changes in staff affects quality of provision so we will buy in our own next year if required	£3600.00
TAs run programmes across key stage one & two	During the school day a range of intervention programmes is delivered to pupils to support in closing the academic gap. These programmes include reading phonics, five minute boxes, Numicon socially speaking, hornet, handwriting, speech sounds etc.	Pupils achieve their end of year target. 4+ months phonics 5+ months reading 5+ months maths	These were more effective when run in class/by teachers during assembly times	£47,000.00
Easter boosters	Students will attend lessons during the Easter holidays for 1 week. All eligible pupils in year 2 and year 6 will be invited to the Easter booster sessions. Pupils work in small ability groups and focus on improving their areas of weakness.	Pupils achieve their targets in English and Maths. +3 months	Need to give parents dates at start of academic year to ensure viable attendance for both year groups	£15,000
Easter booster resources	Students will attend lessons during the Easter holidays for 1 week. All pupils in year 2 and year 6 will be invited to the Easter booster sessions. Pupils work in small ability groups and focus on improving their areas of weakness.	Pupils achieve their targets in English and Maths. +3 months		£3000.00

Strategy	Brief Description	Desired Impact/ Sutton Trust Potential gain	Lessons learned	Cost
Enrichment fund	The fund is used to support families who receive the FSM with school trip payments	To enrich the pupils' experiences and support their creativity, knowledge and problem solving development		£3000.00
Teaching and Learning assistant Head leverage leadership coaching programme	<p>The SLT focusing on Teaching and Learning (Teaching and Learning Assistant Headteacher, phonic lead & Deputy Headteacher) leads the training session and support staff based on the educators areas of weakness. Each class teacher receives weekly 15 minute observations, weekly feedback and targets.</p> <p>Assessment for learning (AFL) The Assessment for learning focus is based on the idea that students need a clear understanding of what it is that they need to learn and evidence about their current level of performance, so they can close this gap. The staff has been taught a number of strategies that they can implement into their everyday teaching.</p> <p>Feedback The effective feedback training will ensure pupils receive feedback on their work that is relative to the learning goals which then redirect or refocuses either the teachers or the learner's actions to achieve their goal.</p> <p>Peer tutoring/peer assisted learning Teach the educators a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support.</p> <p>Teach Like a Champion This offers effective teaching techniques to help teachers, especially those in their first few years, become champions in the classroom. These powerful techniques are concrete, specific, and are easy to put into action the very next day. Training activities further their</p>	<p>All techniques aim to move teaching and learning to 100% Satisfactory, 80+% good and 20+% outstanding. All pupils achieve their end of year target. All pupils achieve or exceed ARK expected levels of progress.</p> <p>Assessment for learning Sutton Trust feedback suggests that the potential benefit in terms of effect size is large. AFL +3 months</p> <p>Feedback Sutton Trust feedback suggests that this has high effects on learning. Feedback + 9 months</p> <p>Peer tutoring/peer assisted learning The impact is relatively high, according to Sutton Trust research. Peer tutoring +6 months</p>	Crucial that all Coteachers and Teachers have access to this training. Huge in year staff changes made this hugely challenging but crucial to quality assure pupil progress and well being.	£70,000

Strategy	Brief Description	Desired Impact/ Sutton Trust Potential gain	Lessons Learned	Cost
	understanding through reflection and application of the ideas to their own practice			
				265,503
			Contingency	8,409

